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ABSTRACT

These proceedings of a world conference of the International Council for Distance Education (ICDE) contain the full text of the following conference presentations: (1) Official Opening (Senator Susan Ryan, Australia); (2) President's Address (John Daniel, Canada); (3) "The Broady Lecture: Opportunities of Distance" (Geoffrey Bolton, Australia); and (4) "Distance Learners, Telecommunications and the Technology/Pedagogy Gap" (James W. Hall, United States). A plenary session which identified such issues as identity of distance education, integration of different types of programs, growth in access and resource provision, learner-centeredness, flexibility, and assessment is summarized. Also provided are ICDE business meetings; reports on regional activities, current research, the conference program, and pre-conference workshops and visits; a message from the new president; an announcement of the 14th World Conference; a summary of proposed activities and initiatives; and a list of delegates. (MES)

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Flexible designs for Learning

Report of the Thirteenth World Conference of ICDE

IR 012596

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International
Council for
Distance
Education

Flexible designs for Learning

Report of the Thirteenth World Conference of ICDE

Thirteenth World Conference
Melbourne, Australia
13-20 August 1985

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"You're in Australia"

ICDE Conference song – August 1985

Chorus

You're in Australia
Now that you've come
Break out down under,
Land of the sun,
Be like Cazaley,
Give it your all,
Work like a devil
But still have a ball.

Verse 1

There's a lot more things to Queensland
You can only hear of some,
It's the top spot of Australia,
And it's where we all come from,
Our clocks go slow in summer
Joh keeps us in the past,
The Sheffield Shield is really ours,
Our horses all run fast.

Verse 2

There's lots of folk from 'stralia,
And they vary in their fame,
They work in distance education,
And Smith is oft' their name,
The Smith's, they are like rabbits,
It's a name that's not too long,
What a fuss if it was something,
Like Chaiyong Brah-ma-wong!

Verse 3

There's much, much more to managing,
Much more than meets the eye,
There were days when he would give it up,
There were days when he would fly,
You either love or hate him,
He's a gent right to the core,
But whenever Jerry shouts a round,
You'll hear a mighty roar.

Verse 4

There's lots of weather in Melbourne,
And most of it is bad,
There's lots of things you can pick up,
In St. Kilda that are sad,
It's dead, so dead on Sunday,
The rain begins to pour,
But those who live here love her,
Although she is a bore,

Verse 5

There's some here from America,
Known to us as the USA,
Ted and Edna's married fifty years,
No rows along the way.
Like all above the Equator,
They think their lives have bounce,
But since we've got the America's Cup,
It's what's down under that counts.

Glossary of terms and allusions

'Cazaley':	Famous Australian Rules Football Player of bygone years
'have a ball':	enjoy yourself
'where we all come from':	'we' refers to singers from Darling Downs Institute in Toowoomba, Queensland
'Joh':	Sir Joh Bjelke-Petersen, conservative Premier of Queensland
'Sheffield Shield':	interstate cricket competition – never won by Queensland!
'Smith':	common name in Australia, even commoner in distance education in Australia
'Jerry':	Jerry Grimwade, Conference Manager
'shouts a round':	buys drinks for others
'St.Kilda':	suburb of Melbourne noted for its red lights and unsuccessful football teams.
'Ted and Edna':	the Estabrookes who celebrated their 50th wedding anniversary. Ted has been to ten ICCE/ICDE world conferences, a record attendance.
'America's Cup':	a well known international yachting contest won by Australia in 1983.

Preface

The Melbourne Conference: A Flexible Design For Learning

The Thirteenth ICDE World Conference, held at La Trobe University in Melbourne, 13-20 August, 1985, was only the second such conference to be staged in the Southern Hemisphere since ICDE was established 47 years ago. Christchurch (NZ) had the honour in 1950 so it was a first for Australia.

It was expected that with the burgeoning interest in distance education around the globe, the success of the Vancouver Conference in 1982 and increased activity of the newly named Council during the years following the Vancouver experience, as well as a general awareness of the longstanding tradition of distance education in Australia, that a new attendance record could be set in Melbourne, despite its 'remote' location. Indeed it was. Altogether well over 700 registrations and part registrations from 50 countries were recorded.

During the months leading up to the Conference it became apparent that accommodating about 250 presentations as well as eight plenary sessions and two ICDE business meetings in the program within only five and a half operational days would present a significant challenge. In the final analysis, the decision to put an emphasis on parallel rather than plenary sessions enabled everyone who wished to make a contribution to the program to do so.

Before the Conference, delegates were sent a Book of Abstracts to assist them in selecting sessions of particular interest to them. Papers were not circulated in advance but produced in microfiche form with reader/printers supplied at the venue. A limited number of printed copies were also available at the Conference on loan.

An outline of the Program's structure is provided elsewhere in this issue by the Program Chairman, Peter Smith. Suffice to say here that the theme, "Flexible Designs for Learning", was reflected in many imaginative presentations for which the Program Committee had appealed in an attempt to add variety to more traditional forms of delivery.

This Conference Report includes the full texts of addresses and formal papers delivered in the plenary sessions: addresses by Senator Susan Ryan and President John Daniel at the Opening Session, the Broady Lecture by Professor Geoffrey Bolton and another keynote paper by James W. Hall. Reports of other plenary sessions and two ICDE business meetings are also covered as comprehensively as space would permit.

Among the innovative features of the Conference were the Special Interest Group Sessions, out of which some formal associations have been created and will, we hope, be actively maintained through the next World Conference where they can be accommodated once again in the program. The Conference Club which encouraged delegates to talk, eat and drink together every evening after 5.30pm was also much appreciated and it is likely that something of a tradition in social arrangements for future conferences has been created.

The Conference Committee is indebted to many people who made a distinctive contribution to the success of the Conference. It is not possible to identify them without risking unjustified omissions so we ask all of you who helped the organisers either before or during the Conference to accept our sincere thanks. It is essential, however, that due acknowledgment is given to the unique contribution of the Royal Melbourne Institute for Technology (RMIT) which, through the Conference Manager, provided administrative and logistic support to the total conference organisation.

We hope that participants in the Conference have positive memories of the experience and are looking forward to the Fourteenth World Conference in 1988.

November 1985 Kevin Smith
for Conference Committee

Senator Susan Ryan, Federal Minister for Education, is introduced by Maureen Smith (Australia) to regional representatives of the International Committee after the Senator officially opened the Conference. John Horlock (U.K.), Fred Jevons (Australia) and Andrew Joseph (Argentina) look on.

No time to relax even in a coffee break for Lyn Park and Judy Trimmins (Australia), Reidar Roll (Norway) and Walter Perry (U.K.)

Official Opening of the 13th World Conference of ICDE

Senator the Hon. Susan Ryan, Wednesday 14 August, 2 pm.

I am grateful to the President and Executive of the International Council for Distance Education for giving me the opportunity to be with you this afternoon, and especially for the opportunity to welcome to Australia the 350 overseas delegates from no less than 50 countries.

The Australian government is pleased and proud that Australia has been chosen to host this significant international conference. I'm sure that the conference will more than justify the time and expense involved for those of you who have come from overseas. This is an appropriate moment for me to congratulate the committee, chaired by Professor Fred Jevons, which raised $80 000 – twice its target – to assist more than thirty overseas delegates to come to the Conference.

The challenge of distance has been a constant in Australian history. European settlers began a nation 20 000 kilometres and six months' sailing time from their origins. They confronted a land which, by European measure, is immense.

One of the many ways in which we have succeeded in overcoming this challenge of distance has been, of course, distance education. The combination of a vast geography with a long standing commitment to universal education made Australia an early leader in distance education techniques. The University of Queensland commenced external studies teaching in 1911. The subsequent development of tertiary education at a distance was accompanied by the development of our correspondence schools and by the pioneering use of two-way radio by the schools of the air for the children of the outback.

Our pioneering experience was acknowledged when it was decided that the third world conference on correspondence education, scheduled for 1942, should be in Australia or New Zealand. The second world war intervened, of course, and it has taken us 43 years to recover our position.

There is, I must concede, some justice in this. The early lead established by Australia earlier in this century was forfeited when distance education took a decisively new turn in the 1960's and 1970's. There is no need for me to rehearse for this audience the extraordinary development of distance education in so many nations over the past twenty years, nor to expand on the crucial part in this expansion played by the UK's Open University. Overseas delegates will be less aware, however, of the pattern of development of distance education in Australia.

The excitement generated by the Open University was certainly felt here and coincided with a period of intense optimism about, and community support for, education. Following the British example of linking distance education with openness of access and an innovative educational style, the Whitlam government in 1973 commissioned a major inquiry into "open education".

The enquiry's report had the misfortune, however, to coincide with the end of the long post-war economic boom. Its major recommendation to establish a National Institute of Open Education was not accepted. Distance education was left to develop as it had until then, according to the decisions of individual institutions, and without the benefit of national co-ordination.

It did remarkably well, however, especially in the three post-school sectors. In the five years following the inquiry, external studies enrolments grew by 50% in the universities and by 135% in the Colleges of Advanced Education. By 1981 about 9% of university students and 14% of CAE students were external, making a total of about 40 000 external students in the two sectors. The Technical and Further Education sector is more than half as big again, with 65 000 students in 1983 making up roughly 7% of its annual student hours.

The external studies system is also impressive in its scope. It offers courses ranging from Accountancy to Women's Studies, from Agricultural Economics to Viticulture, and at every level from short introductory courses to Ph.D.'s.

This growth occurred within, and entrenched, a structure which is distinctive in two ways. First, we have a multiplicity of providers. In a nation of only 15 million we have no less than 6 providers in the Technical and Further Education sector. Second, all of these providers offer face-to-face and distance education, and in the majority of cases faculties and individual teachers are involved in both kinds of delivery.

This system of dispersed and "integrated" distance education has some very important strengths.

First, it has meant that credentials gained be external study have not faced problems of acceptability of the kind that often beset credentials awarded by specialist providers. A degree or diploma awarded by, say, Darling Downs Institute of Advanced Education or Murdoch University is just that; no one—institute, student, or employer—makes a distinction according to the mode of study used in getting the credential.

Second, the "integrated" mode makes it easier for distance techniques and face-to-face methods to influence each other, an advantage which will become more and more important as distinctions between the two modes continue to blur.

Third, because we have providers scattered all over this very large country it is less difficult to bring distance education students together for intensive residential sessions, and so overcome what has been a significant drawback of distance education. I note in passing that when distance educators confer, they choose to do so face to face!

These advantages were important in the Government's preference for the present system over a special institution. When we came into office early in 1983 we made investigation of distance education and its potentials a priority. We saw that the dispersed and integrated system did have important strengths and had demonstrated, moreover, its ability to expand and improve. We also acknowledged that a new institution would cause substantial disruption of established and successful institutions. We therefore decided to retain our distinctive system, and to improve and develop it.

And we were aware that it needed improvement and development. Some of the potential benefits of distance education, and especially those arising out of the new information technologies, were not being realised widely or quickly enough. There was a need to promote cooperation between institutions and across states, and sectors. Distance education providers have themselves acknowledged that there is duplication of effort, and that there are gaps in provision and inefficiencies caused by the very small scale of some operations. Furthermore, the integration of distance and face-to-face teaching within institutions means that there are difficulties in proper accounting of and accountability for distance education costs.

Conscious of these weaknesses in a basically sound system the Government asked the Commonwealth Tertiary Education Commission to suggest ways of improving coordination and cooperation in distance education, and of speeding up the tertiary system's adoption of new techologies.

Towards the end of last year the Government accepted the Commission's proposal to establish a Standing Committee on External Studies to tackle these tasks, and in April of this year the Committee began its work. It has already considered a range of ways in which our dispersed and integrated system can do its work more effectively and efficiently.

The Committee has taken the view that the best way to promote cooperation within our system is to cooperate with that system. I fully support this approach.

I am particularly pleased to see that there are now significant efforts by distance education providers themselves to improve coordination. In 1983 the five major university providers reached agreement to move toward "a consortium of external studies". The Association of College Directors and Principals has convened discussions amongst CAE providers. The Association has reached an Accord similar to that agreed to by the universities, and has established a working party to give effect to the Accord. In the TAFE sector there is a high degree of coordination within State and Territory systems, and regular meetings between them.

These, then, are positive moves within the sectors made by the institutions themselves. What is more difficult for providers to accomplish is cooperation across the sectors, and this is where the Standing Committee, with its strong representation from each of the tertiary sectors, has an especially important role to play.

The members of the Standing Committee are here today, and I am advised that they will be making themselves available at a special session during the Conference to discuss their work with delegates. The Chairmen of the Committee, Mr Richard Johnson, tells me that he is particularly anxious that overseas delegates feel welcome to attend that session. The Committee is as keen to learn from overseas experience as it is to discuss domestic issues. I may add that while we are great admirers of the achievement of specialist institutions, we also believe that our dispersed and integrated system offers an alternative model of development which may have distinct advantages in some overseas settings. I am pleased to see that your program includes a theme on these issues.

Amongst the many reasons for the Government's interest in distance education are two which I would like to discuss briefly.

First we are aware that new technologies are opening up a new phase in the development of distance education. I have no need to develop that general point for this audience, but I would like to give you a couple of local examples.

One is AUSSAT. As many of you will be aware, we are now within weeks of the launch of Australia's first communications satellite. It will be fully operational – all being well – early next year.

A recent report of the Australian Broadcasting Tribunal gives reason to be optimistic about the future role of the satellite in education. In using Western Australia as something of a test case, and responding to submissions from education agencies, including the Australian Education Council, the Tribunal reached two important in-principle decisions. First that the licence for the 'Western Footprint' should provide for a 'window' for education broadcasts. Second that these transmissions should be accessible to education institutions throughout the footprint and not only to those in remote areas. The Tribunal has also said that it expects to come to similar decisions when it considers other transmission areas.

Examples of the satellite's capabilities are provided by planning in our two largest States, Queensland and Western Australia. The Queensland State government has sponsored Q-NET, which will provide all levels of education in even the remotest parts of the state with two way voice and data links *via* the satellite. The Western Australian Education Department will use the satellite for broadcasting television programs to remote schools and isolated home pupils. These and other initiatives will be supported by national policies which will both enhance distance education and facilitate its movement toward a genuinely national system.

A second initiative which links the use of new technologies with distance education is EDUTEL, an education videotex service, about which I have an important announcement to make this afternoon. For the cost of a local phone call subscribers to Telecom's videotex service, VIATEL, both in and outside the education profession, will be given access to EDUTEL's comprehensive guide to and index of education-related databanks. As the amount of data held on VIATEL rapidly increases, as I am sure it will, so will EDUTEL become more valuable, especially to distance education.

EDUTEL is an initiative of the Australian Caption Centre, which uses its earnings from subtitling television and video material to provide a wider service in the area of new information technologies. It gives me great pleasure to congratulate the Centre on its achievements, and to announce at this international conference that EDUTEL is, as from today, open, and available to all.

A second major reason for the Government's activity in distance education is its capacity to overcome educational disadvantage. The very method is itself, of course, a response to a special kind of disadvantage – geographical distance. But distance techniques have, as I am sure you are all aware, an increasing capacity to address other kinds of disadvantage, and combinations of disadvantage. One of our hopes is that it will make a major contribution to the education of Aboriginal people.

The Aboriginal people of Australia are the bearers of an ancient history, perhaps the longest continuous history of any human group. A tradition of life reaching back 40000 years or more was irreversibly disrupted when European settlers arrived just under two centuries ago. For all the positive achievements of our European forbears we must face up to the devastating consequences of their actions for Aboriginal society.

Amongst the many indicators of the depth and scale of this disruption are the statistics of Aboriginal participation in education. For example, there were only eight hundred Aboriginals enrolled in higher education in 1983 — a mere quarter of the number we would have if Aboriginal participation rates were the same as those of the population as a whole. Only 13% of Aboriginal students complete secondary school compared with a national figure of 45% for the rest of our population.

The resurgence of the Aboriginal people over the past 20 years is one of the miracles of human resistence and courage. The Government's education policies reflect our commitment to grasping the second chance given us by the Aboriginal renaissance. Since many Aboriginal people live in remote areas — indeed they make up one third of the population of the two most remote areas — there is a special and urgent need to use distance education techniques for Aboriginal education.

An example of what might be accomplished is provided by the South Australian College of Advanced Education, with its Anangu Project for Aboriginal teacher aides at Ernabella, in central Australia. These teacher aides are training to become teachers under the supervision of a lecturer based at Ernabella, but using print and video materials prepared by the Centre for Aboriginal Studies and Teacher Education, 1500 kilometres away in Adelaide. I add, with some pride, that the Centre is one of the Key Centres for Teaching and Research established by this Government.

The program has significant cost advantages over the alternative, which is to send trainees to Adelaide. But far and away the greatest benefit of the Anangu approach is that trainees can stay with their communities, and the training goes on in the midst of the culture it must serve, and learn from.

This is a modest project, but it points to what will be, I'm sure, a new era in the use of distance education by Aboriginal people. Earlier experiments in this area were not successful, simply because the available technologies were inadequate. But soon we will have the communications satellite, and by 1988 Telecom will have provided high quality telephone services to every community of 200 or more. These developments, together with recent and rapid increases in the use of audio and video recording technology in remote Aboriginal communities, and innovations in radio and television transmission techniques, will transform the education resources available to them, and open up new possibilities in the use of distance education to overcome disadvantage.

I have used the example of Aboriginal education to demonstrate the capacity of distance education to provide access to disadvantaged groups. This capacity of course exists for other groups suffering different kinds of disadvantage: women isolated in remote areas, but also in the sprawling suburbs of our major cities, and those housebound through physical disability or age are two groups for whom distance education projects hold great hopes.

This Conference, and the accompanying program of activities, will demonstrate that distance education in Australia is dynamic and growing. We hope that overseas delegates will learn from us, and we know that we have to learn from you.

I look forward to hearing about your deliberations. I trust that the Conference will be another step toward persuading Australians that distance education is not a second best option for those who can't get the real thing. I thank the Council for doing us the honour of entrusting its Conference to our distance educators. I congratulate the organisers for discharging their responsibility so well. I have much pleasure in declaring open the 13th World Conference of the International Council for Distance Education.

President's Address

John S. Daniel

Senator Ryan, Members of the International Council for Distance Education, distinguished guests, ladies and gentlemen.

In 1938 the International Council for Correspondence Education was created at a meeting in Victoria, British Columbia. Australia and New Zealand were among the six countries represented at that foundation conference. They were also there when the Council was recreated after the destruction and confusion of the Second World War. Indeed, our third world conference was held in this region, at Christchurch, New Zealand in 1950 and Dr. A. G. Butchers, who was then Headmaster of the Correspondence School of the New Zealand Department of Education was a very dynamic president of our organisation.

Australians and New Zealanders have continued to play a strong role throughout our history. At our last world conference, in Vancouver in 1982, it was an Australian, Kevin Smith, Vice-President of the Council since 1973, who presented the report that led us to change our name from the International Council for Correspondence Education to the International Council for Distance Education. At that conference, the membership expressed in a tangible way their appreciation for the quality of distance education in this region and the personal qualities of their Aussie and Kiwi colleagues by choosing Australia as the site for this conference. In case Jerry Grimwade is feeling any residual guilt at the manner in which the Melbourne conference bid was presented, let me assure him that the decision would have been the same even without the excellent Australian wine with which he seduced the palates of the delegates. I understood that under the influence of this quality Aussie import even our more primitive Canadian wine tasted better that evening.

This conference is therefore the second to be held in this region. At Christchurch in 1950 there were 79 delegates, mostly from Australia and New Zealand, with papers contributed by Canada, Sweden, and the United States read in absentia. At this week's conference, 35 years later, there are over 600 delegates, about half of whom come from Australia and New Zealand and the rest of us come from no less than 48 countries. The conference is a joint event of ICDE and ASPESA, the Australian and South Pacific External Studies Association, which is one of the most dynamic regional distance education associations in the world. I thank ASPESA President, Vernon White, and Secretary, Bruce Scriven, for their Association's contribution to this joint event.

In 1983 I attended the ASPESA Forum held in Toowoomba and had the honour of presenting Kevin Smith, who was also a founder of ASPESA, with a plaque in appreciation of his service to ICDE. Today he is your conference chairman and I invite you to express, collectively, your appreciation of Kevin's contribution that was symbolised in the plaque I then gave him on your behalf.

I was also in Toowoomba, of course, to check on progress in planning for this conference. I was pleased to find Jerry and our ASPESA colleagues in a state of febrile activity. By the end of the Toowoomba Forum, a key decision had been made: we had selected the conference wine after a thorough experiential study of more vintages than Jerry can remember.

In return for my help with these experiments, I was presented with two briefing documents to help me understand Australia. The first was Blanche d'Alpuget's biography of your Prime Minister, Bob Hawke, and the other was Geoffrey Blainey's work, *The Tyranny of Distance*.

I warmed immediately to your Prime Minister, whose admiration of traditional educational methods clearly stops a long way short of idolatry. About a well-known British University he once said, and I quote: 'I thought there was a fair degree of bullshit about Oxford'. Later on, however, he said that he came to appreciate Oxford as an island in a mad world. I suspect, or I like to think, that he came to realise that Oxford, in its separation of the acts of teaching and the acts of learning, is in some key ways a distance education institution.

Professor Blainey's book, *The Tyranny of Distance*, and its two companion volumes were an excellent introduction to the history and culture of this land. The distance separating Australia from Europe and America, and the distances within Australia itself, have shaped this society and its institutions. The dispersion of some of its population over a vast territory partly explains why Australia has become a leader in distance education any why it is so appropriate that we are holding the conference here. But we must not become so mesmerised by the catchphrase 'the tyranny of distance' that we apply it to our own endeavours as distance educators as an excuse for self-pity. Professor Blainey himself entered this caveat. He said: 'Sometimes I think people take the phrase further than it should be taken. It is essentially about people and commodities, and for them the cost of distance has usually been high. But for ideas the freight has often been cheap. In the history of this land, ideas have usually leaped with relative ease across the ocean and even across the inland.'

As distance educators, we have developed techniques that have made the freight in ideas cheap—often cheaper than carriage by classroom instruction. This conference, despite the airfares we have paid, will disseminate many ideas at low cost and continue the steady improvement of distance education practice around the world. I am certain that those of us from outside this region will learn much from our ASPESA colleagues. Many countries are interested in the integration of distance education into the rest of the educational system at all levels and I believe that we have much to learn from the example of New Zealand in this regard. A particular aspect of integration is the increasing number of tertiary institutions—colleges and universities—which are offering some external courses alongside their classroom offerings. Australia has an unrivalled experience with this form of organisation. As someone who has recently taken over the leadership of such a dual-mode institution, I know that I can learn much from the experience of Australian universities and colleges of advanced education. Finally, the challenges facing distance education in the Pacific Islands are unique and it will be a special pleasure to meet here our colleagues from the South Pacific.

At the same time, of course, an International Conference is an opportunity to visit the host country, to enjoy the beauty and diversity of your natural world and to get to know a different culture. Australia is unique in many regards. A map of this country which I dug out of an old National Geographic to bring with me is entitled 'Australia—Land of Living Fossils'. That's not very complimentary to our Australian colleagues, but you know what is meant. There is a flora and a fauna here which are not found elsewhere—as well as some novel accents.

My wife and I have just had the pleasure of touring New Zealand and Australia for four weeks, both visiting institutions, taking part in meetings, and seeing something of the two countries. It has been such a memorable experience that I would like to share some of the highlights with you briefly. Our visit unfortunately only took us to the north island of each country so I apologise at the outset that I cannot talk about institutions and scenery in New Zealand's south island and in Tasmania. I intend to correct these omissions next time we are here.

We began in New Zealand, a country with a long tradition of distance education. About one New Zealander in fifty is studying at a distance and between them the Correspondence School, the Technical Correspondence Institute, the Advanced Studies for Teachers Unit and Massey University provide courses from the pre-school to the university levels. New Zealand has done a remarkable job of ensuring that the regular school system and the correspondence school complement each other. I congratulate Ormond Tate and his colleagues for their very strong contribution to this conference.

New Zealand is a beautiful country to drive through, even in winter. Thousands of sheep keep the green hills and valleys in golf-course condition and thanks to the underground hot springs, outdoor swimming pools were warmer than the surrounding air. We later met the very opposite situation in Alice Springs where the days were hot but cold nights keep any open-air swimming pool at a very bracing temperature. A final word of advice on New Zealand to those from the Northern Hemisphere, is not to expect to see Kiwis, except the human kind. They are a nocturnal bird—like some conference delegates.

On arrival in Melbourne three weeks ago, Jerry Grimwade and his team informed me that registrations for the conference were already at an encouraging level. We were particularly pleased by the remarkable success of the conference fund to assist delegates from developing countries with their travel expenses. This is due to the work of Professor Fred Jevons, Foundation Vice-Chancellor of Deakin University. In addition to leading the successful development of Deakin and being a persuasive spokesman for distance education among his fellow vice-chancellors, Fred has coordinated the raising of $80 000 which has made possible the attendance of 33 additional delegates from the developing world. Would you please show your appreciation of Professor Fred Jevons.

You should also know that Fred and Dita Jevons have a country cottage down the Great Ocean Road which is close to paradise, for that is the name of a village six kilometres away. We were there on a day of spectacular rainbows and it was a magical place.

One of the most significant Australian contributions toward greater professionalism in the practice of distance education has been the development of the Graduate Diploma in Distance Education offered by the South Australia College of Advanced Education. It is of course available at a distance and several students in the programme are here today. I was pleased to learn that applications to take the programme are already coming from overseas. For initiating this Diploma and also for making the journal *Distance Education* the quality publication it is today, we have to thank Ian Mitchell. While we were in Adelaide, Ian showed us the impressive vineyards of the Barossa Valley. If you talk to Jerry Grimwade you might think only the State of Victoria produced wine. In fact, the other states all produce wines and I would advise non-Australians not to get caught up in the rivalries over wine but simply to sample wines from all states as often as they can.

From Adelaide we went by train over the Nullabor Plain to Perth. I had thought that Southern Manitoba was the flattest place on earth but the Nullabor is even flatter and has kangaroos and wallabies too.

In Perth, I learned from Patrick Guiton of Murdoch University about two challenges facing external studies in Australia—one traditional, the other more recent. The traditional challenge is what to do when snakes start nesting and multiplying in your materials storeroom. See Patrick if you want to know. The topical challenge, which is being faced in all states, is to make good use of the AUSSAT satellite for educational purposes. The manner in which potential users have got together in Western Australia to discuss the options is most impressive.

Our next stop was at Ayers Rock in the middle of the red centre of Australia. It would be nice to say that I stood atop Ayers Rock and was inspired by the vast space around me to profound thoughts about distance education. In fact, when you've climbed Ayers Rock you're too busy getting your breath back and wondering whether your feet will stand up to the trip down to be very philosophical at the time. But I do strongly recommend the trip to Ayers Rock and the Olgas. It's the real Australian outback.

I know of two distance education institutions in the world that are organised to receive tourists on a regular basis. One is the British Open University and the other is the Alice Springs School of the Air. To listen to one of the teachers conducting a lesson on two-way radio to children in a million square kilometre region around Alice is a special thrill for anyone involved in distance education. We can all learn from the way that the Alice Springs School of the Air integrates correspondence materials, radio contact and visits—and does so in such a way that real relationships can develop between teachers, pupils, and parents. I am especially pleased that Fred Hockley, Principal of the School, has joined us for this conference and I know he will be interested to talk to anyone with ideas about the effective use of satellites in operating a school of the air.

In Darwin, satellites were once again a live issue since the government of the Northern Territory is strongly committed to using AUSSAT for the benefit of its sparsely populated region. Those who are interested in extending tertiary education by brokerage of courses from other institutions should talk to Kevin Livingston, whose Northern Territory External Studies Centre is a model of such activity.

A highlight of our visit to Darwin was a trip to Kakadu National Park, one of Australia's world heritage sites. It is a huge area of wetland wilderness shared by crocodiles and a rich array of bird life and pelicans to lotus birds, and also a major area for aboriginal sites and paintings.

This really is a magnificent country and the Great Barrier Reef, where we snorkelled a few days later, also leaves memories to last a lifetime. For those of us from the higher latitudes the colour of tropical life is a constant thrill.

Australia was a pioneer of external studies and the programme at the University of Queensland has been in continuous existence for 75 years, since 1911. I commend to you an account of the history of the programme which has been published to celebrate that anniversary. Entitled *Men of Vision: A University Challenge to Distance Education* it reminds us that some technologies do not improve with age. A report written in 1920 stated, and I quote: 'The lecture notes are posted weekly, leaving the University on Thursday so that they are in the hands of the majority of the external students for the weekend . . .'. I am sure it is not only my fellow Canadians who have reason to be jealous of that kind of postal service.

Despite its venerable age, the University of Queensland is not afraid of change. Delegates will be interested to talk to their colleagues from Queensland about their decision to integrate academic staff into the regular university departments instead of maintaining a separate group of academics within the External Studies Unit.

Both the University of Queensland and the University of New England, which we visited next, have a commitment to external studies written into the statutes creating the respective universities. It is an inspiring experience to visit institutions with such a commitment to distance education. I should also add that Armidale, New South Wales, the home of the University of New England, produced a few snowflakes to make us feel at home. But it was also when driving near Armidale that we saw a kangaroo, a dingo, and an echidna—or spiny ant eater—within a few minutes of each other. So it is a very Australian place. In fact, a kangaroo had jumped on Kevin Smith's car the previous week—but I was shown greater respect.

So, although we have yet to see a hairy-nosed wombat in the wild, we have had a marvellous experience of Australia and New Zealand. May I take this opportunity to thank, once again, our hosts and guides around the two countries for their marvellous hospitality. It was 'beaut' to meet so many of the delegates from this region at meetings and seminars in their home environment. But it is not my intention to make light of our endeavours here this week.

The fact that membership in ICDE has more than doubled since we met in Vancouver three years ago indicates that distance education is being used increasingly widely to address serious needs in many countries of the world.

I am sure that each of you has a somewhat different perception of the major challenges facing the world in general and your own country in particular. To my mind the supreme challenge to governments and to our world community as a whole is to achieve a proper balance between individual freedom and collective freedom and between individual development and the development of the collectivity as a whole.

This is not a new problem of course. Nor do I wish to imply that individual and collective interests are naturally in opposition to each other. To a very considerable extent, individual freedoms reinforce collective freedoms and vice versa. Collective development often promotes individual development and vice versa.

Nevertheless, all societies have to make decisions about where to strike a balance where interests do clash—and different societies do so in different ways. The degree to which the freedom of the community from needless danger is promoted at the expense of the expense of the individual's freedom to carry weapons and drive while intoxicated varies from country to country. And this is only a simple example. The distinctions in the emphasis on individual interests and collective interests become even sharper when the social and economic policies of our different governments are examined.

My purpose in drawing attention to the possible conflicts between individual autonomy and collective development is simply to point out that distance education has an unusual record of success in serving both masters. This is why we, as educators at a distance, find it so easy to find common ground under our different political philosophies.

I might also add that I believe Australia and New Zealand have been particularly successful in achieving the balance between individual interests and collective interest of which I have spoken. Our colleagues from the Australian and South Pacific External Studies Association, who are a majority at this conference, are therefore very well placed to appreciate the work and purpose of all the many different institutions you represent.

For some of your institutions the key goal is to extend the educational opportunities to individuals. These may be people who missed out on education when they were younger—or they may be people who have had a good education but feel the need to make learning a lifelong activity.

It has become a cliche to talk of the age of lifelong learning—but the term does describe a reality of this era of rapid change. Let us remember, however, that lifelong learning should not have to mean lifelong dependence on attending classes. Distance education is a vital component of lifelong learning because it should help to develop the skills of autonomous study. It should help individuals take charge of their own learning and become increasingly independent of institutions, including our own.

Others of us represent institutions whose focus is a collectivity with a particular development need. When I worked at Canada's Tele-Universite the Quebec government charged us with training hundreds of secondary school teachers in what was then called the new math. There have been many examples around the world of the use of distance education to train teachers. They are a particularly important collectivity because of the multiplier effect they can create within a country's educational system. And distance education is an ideal method for the retraining of teachers since it allows programmes to be mounted quickly and cheaply and to be made available wherever the teachers are.

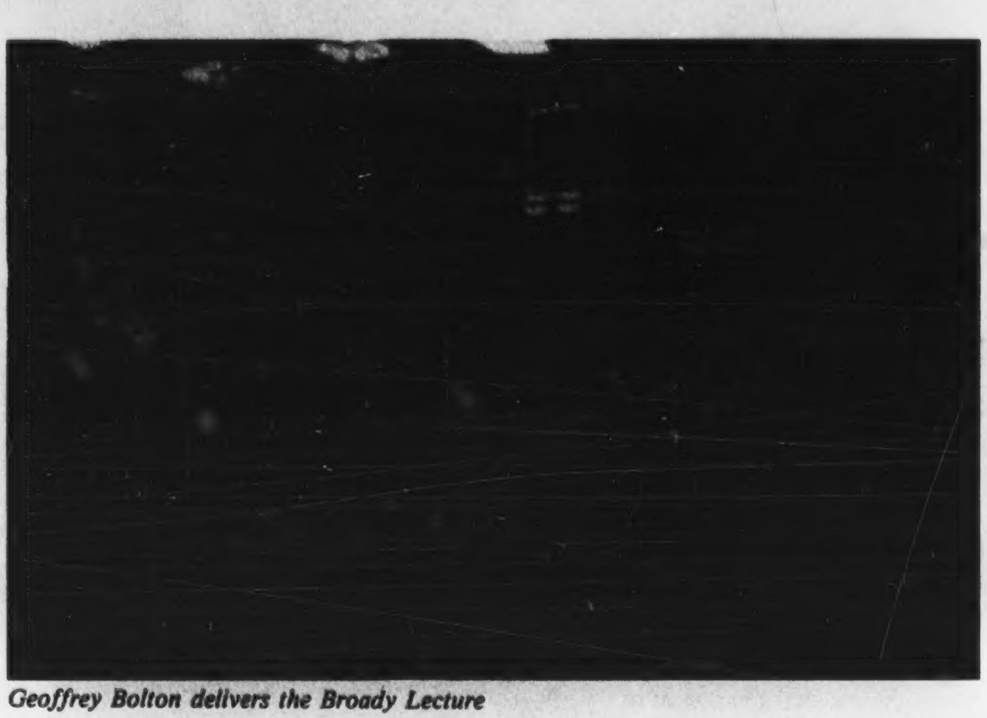
All of you can cite examples of collective development through distance education. I am especially pleased that a good number of African countries are represented here since they have pioneered some of the most exciting projects of this nature.

Our conference theme is 'Flexible Designs for Learning'. You will want to add 'for a wide variety of purposes' once you have discovered the diversity of experience and aims represented in this room.

In closing, let me say what a special thrill it is to see the attendance at ICDE conferences becoming more diverse. I understand there are distance students here from a number of institutions, as well as parents of correspondence pupils. Let's give those groups a special welcome.

I'm also delighted to see a good number of you who consider yourselves primarily as specialists in a discipline rather than distance educators. A special welcome to you too. For too long our conferences have been largely the preserve of administrators, designers, or planners. As academic staff you will bring a different dimension to our discussions.

To all of you then, my best wishes for the best ICDE conference ever. We are most grateful to you, Senator Ryan, for joining us today. We assure you that education all over the world will be advanced by the discussions that will take place here in Australia this next week.



Geoffrey Bolton delivers the Broady Lecture

John Daniel gives his Presidential Address at the Opening Ceremony

Kevin Smith, Conference Chairman, invites questions and discussion after the Broady Lecture.

The Broady Lecture: "The Opportunities of Distance"

Geoffrey Bolton

The Broady Lecture was established to commemorate the contribution of Knute O. Broady, a pioneer in the development of correspondence education in the United States and a Past President of the ICDE who died in 1974. The Inaugural Broady Lecture was given by Dr. Fred H. Harrington of the United States at the Brighton Conference in 1975. Successive Broady Lectures were presented by Dr. Borje Holmberg of West Germany in Delhi (1978) and Mr. Kevin Smith of Australia in Vancouver in 1982.

Professor Geoffrey Bolton OA, MA (Wa and Oxon.), D.Phil. (Oxon.), is Professor of History and Dean of the School of Social Enquiry at Murdoch University in Perth in Western Australia, one of the five Australian distance education universities. He has held teaching posts in three other Australian universities and has spent some time in England where he has been a visiting Professor at the University of Kent and Cambridge University, and until recently was Head of the Centre for Australian Studies at the University of London for three years, returning to Australia from that post just in time to participate in the Melbourne Conference. Professor Bolton is one of Australia's most eminent historians and is also a well-known news commentator on national radio. He has published eight books and more than thirty major articles. His special interests are in maritime archaeology and oral history and he is currently involved in planning for the celebration of Australia's Bi-Centenary in 1988.

In 1788, the year of European colonization in Australia, the English statesman Charles James Fox was holidaying in Italy when news arrived that King George the Third had gone mad. This meant a political crisis, for if George's son the Prince of Wales became Regent he would dismiss his father's prime minister William Pitt and invite Fox to form a government. Travelling with the greatest speed to return from Rome to London, and indeed at some peril to his health, Fox completed the journey in just under a week. His effort was fruitless. The King recovered and it would be another seventeen years before Fox achieved office. It can have been no consolation when some antiquarian calculated that even travelling at maximum haste Fox had taken about the same time to cover the distance as a courier would have required in the Roman Empire of the first century.

Fox thus belonged to an age when the concept of distance education would have been necessarily meaningless, and it is worth spending a minute or two to consider the sort of education he underwent as a member of the eighteenth century English upper class. His early years were spent at home. Those who fondly imagine that earlier generations believed in severe discipline will be enlightened to learn that on one occasion Fox's father, Lord Holland, promised his eight-year-old son that he should see a garden wall pulled down. Unfortunately he forgot. In order to console the little boy's disappointment Lord Holland had the workmen reconstruct the wall in order that it might be pulled down again with Charles present. A few years later, Charles Fox was sent to Eton and subsequently to Oxford. It was taken for granted in upper-class England at that time that boys should be sent away from home at tender ages for prolonged periods for their education, and that education was largely conceptualised in terms of training for the ruling elite. This idea persisted for generations afterwards and does not appear to be entirely absent from the intellectual furniture of the British official mind.

In the eighteenth and early nineteenth centuries the most prominent items on the syllabus were Greek and Latin. These languages were not without some marginal utility. They were the Esperanto of international scholarship, and in one or two Central European parliaments the debates were still conducted in Latin through failure to agree on an acceptable alternative. But for the most part the study of the languages and cultures of these two ancient civilizations was not justified in terms of utility—except in the sense that it was recommended by The Reverend Thomas Gaisford who in his Christmas Day sermon at Christ Church Cathedral, Oxford, is quoted as saying:

> 'Nor can I do better, in conclusion, than impress upon you the study of Greek Literature, which not only elevates above the vulgar herd, but leads not infrequently to positions of considerable emolument.'

Gaisford was right. A knowledge of classics *did* elevate above the vulgar herd; it was a kind of guarantee of gentlemanly background, so that few major parliamentary speeches were complete without a light polish of classical allusion. But it also served to introduce a standard of comparison, a sense of perspective, because of which no eighteenth century society could lapse into complacent insularity. The politicians and the scholars of the eighteenth century were always aware of measuring their own achievements against the achievements of Greece and Rome. One of the most prolonged and futile intellectual controversies of the eighteenth century was the debate as to whether the Ancients were to be preferred to the Moderns. Probably the greatest work of history to emerge from the eighteenth century was Gibbon's *Decline and Fall of the Roman Empire*, in which he confronted his contemporaries with the disturbing question: what if your civilization does not last?

At this point I expect that some among the audience will be growing restless and wondering if I have come to the right conference. What has all this to do with distance education? I hope it may be accepted that the classical education of Charles James Fox and his generation touches upon the factor of distance in at least three different ways.

First, those who mastered Greek and Latin were in possession of an international medium of communication. This was of only limited practical importance since French was the language of diplomacy—though examples can be found, as when the German Elector of Hanover became King George I of England and transacted business with his minister Sir Robert Walpole in Latin, and sometimes rather bawdy Latin, because that was one language which they had in common. However it meant that a member of the European upper classes could expect that any other member at least possessed a shared educational experience, and this may have helped to reduce any sense of alienation. Secondly, as indicated earlier, the study of Greek and Latin reduced the insularity of scholarly communities in an age when travel, as Charles Fox discovered, was infinitely less convenient that it is today. But thirdly, and this explains why youngsters such as Fox had to be sent away from home at such an early age, Greek and Latin and the other items on the eighteenth-century syllabus were essentially bookish subjects and could be studied only through regular access to libraries in an era when book production was relatively costly.

This did not necessarily mean that access to higher education was confined to the aristocracy. Among the inhabitants of Scotland, for instance, for whom it was said that education was seen as a human necessity, there was an ingrained tradition of academic professional education. It was not just that Scotland, with less than one-third the population of England, had four universities where England had two, nor that many Scots went away for their education; to Holland, for instance for their medical training, or to Oxford where the situation of Balliol College outside the north gate of the old city wall still allegedly testifies to its success in intercepting those young Scots who, with a sack of oatmeal for their term's sustenance, were said to travel the roads from North Britain. Scotland, far more than England, nurtured a belief in democratic access to learning which was to be a more relevant model when the British Empire expanded overseas, and when in the nineteenth century the successor communities in the United States, Canada, Australia, New Zealand and South Africa came to set up their university systems, Scotland was to be their model more often than England.

By this time three basic methods of face-to-face teaching had become time honoured in Western universities: the lecture, the tutorial involving a one-to-one dialogue between master and student, and the seminar in which a group discussion was co-ordinated by an academic leader. The tutorial and the seminar represented an ancient and honourable tradition going back to Greek civilization. In the 5th century B.C. Athenian civilization produced the Sophists, who are described by M.D.P. Lee as:

> 'travelling teachers and lecturers, who appeared in the middle of the century in response to the demand for an education that went beyond the grounding in the works of the poets which formed the traditional Greek curriculum. They taught most things; but since success in life is what most men want, and since the ability to persuade your neighbour is always an important element in success, and was particularly important in the Greek democracies, they all taught rhetoric, the art of self-expression and persuasion.'

Out of this tradition came the structure of Plato's *Republic*, in its essentials an extended seminar in which Socrates largely monopolises the argument while the other participants are reduced to the role of respectful (or occasionally questioning) hangers-on. One extract will give the flavour (the 'I' in the quotation represents Socrates):

> 'So much then for the subject-matter of Literature' (says Socrates) 'We must next deal with its presentation, and so cover both Literature and Form'.
> To this Adeimantus replied that he did not understand what I meant. 'Then I must explain', I said. 'Perhaps you will see if I put it this way. Any story or poem deals with things past, present, or future, does it not?'
> 'It must'.
> 'And for the purpose it employs either simple narrative or representation, or a mixture of both.'
> 'I'm afraid you're laughing at my obscurity' I said.
> 'So let me try to explain by confining myself to a particular example, like an incompetent lecturer.'

And off he goes. It is all very like a modern tutorial or seminar except that jibe about 'an incompetent lecturer': if the Greeks could understand generalisations without specific illustrations they must have been brighter than most of my students.

This tradition of the academic dialogue survived many centuries. The Romans took it over, and you will find some fine didactic examples in Cicero, so one-sided that they almost become monologues or lectures. After the decline of the Roman empire I am given to understand that the dialogue can be found as a method of instruction in the early Islamic world. There are certainly examples to be found in medieval Western writing, such as the twelfth century *Dialogus de Scaccario*, the Dialogue of the Exchequer in which a seasoned Treasury offical of the court of Henry II of England spells out to a neophyte the skills needed in official budgeting. But the twelfth and thirteenth centuries also saw the rise of mediaeval universities, in which lecturers such as Abelard at Paris conducted both set lectures and disputations with other and usually younger colleagues. A student was not as yet necessarily confined to one university, for this was the age of the wandering scholars, when an academic apprenticeship might involve experience in several schools, and teachers were recompensed by the number of students whom their reputation managed to attract.

Discourse was conducted with equal facility with the spoken and the written word. Probably educationalists in the twelfth century regarded spoken debate within the university precincts as the most satisfactory form of academic interaction. Writing was a laborious and necessarily less satisfactory means of communication with those from whom one was separated by distance.

Eventually of course came the European discovery of printing in the mid-fifteenth century, and from that time on education became even more print-oriented. By the nineteenth century the lecture was entrenched as a standard method of presentation, though the quality varied enormously. For every Blackstone at Oxford pioneering a new field of jurisprudence or Hegel at Berlin scheduling his lectures at eight o'clock on winter mornings in a vain attempt to limit the number of undergraduates who came crowding to hear his philosophy, there would be a score of undistinguished practitioners serving a rehash of conventional wisdom. In Oxford and Cambridge the old concept of the tutorial as one-to-one dialogue still persisted, with the reformers of the early nineteenth century beginning to insist on the preparation of student essays as a preliminary to the tutorial session. In Scotland and in many European countries the group seminar was more usual, and this is what eventually came to be known in Australian universities as a tutorial. Nevertheless all these methods of communication were founded on the unassailable presupposition that university teaching could and should take place only on campus. Without regular supervision by a duly accredited authority in the field it was impossible to moderate academic standards.

This was a rational and defensible position but it cloaked two assumptions. The first was that presupposition which is implicit in a word such as 'civilisation'; that learning and the polite arts are essentially civic matters which will be associated with urban society and not with agricultural or pastoral communities. "Hill-billy", "backwoodsman", and "peasant" are all perjorative terms suggesting dullness and a lack of intellectual traditions. This mockery of rural folk is an ancient theme. The author of Ecclasiasticus asked two centuries before Christ: 'How can he get wisdom that holdeth the plough, and glorieth in the goad, and whose talk is of bullocks?" To get a higher education it was necessary to come to the city, or at least to the university town. It was thought unlikely that the country dwellers would appreciate education even if anyone was quixotic enough to bring it to them.

Implicit in the nineteenth century view of the university there was also an assumption that education was intended for the young as a training for their life's work. For a long time it was not even intended for all the young, although starting with Prussia at the beginning of the century one European nation after another gradually introduced the principle of compulsory elementary education, aimed at producing well trained and socially well adapted citizens. Adult education was slowly struggling into existence but it was seen as a thing apart, good enough for the mechanics' institute or the school of arts, but hardly in any respect connected with the real scholarship of universities. In Scandanavia and the Netherlands off-campus education in various forms was encouraged from the middle of the nineteenth century, but possibly because these countries did not rank highly in the power politics of their era their example was relatively slow to spread. Advanced education in the greater European nations was largely reserved for the affluent or the fortunate, and professors were indubitably members of the respectable classes. It is a reaction from these attitudes that some have traced the anti-intellectualism which occasionally came to the fore in the settler societies of North America and Australasia. When the Australian writer, Henry Lawson, expressed the hope that the rich and educated would be educated down he was reflecting a common enough attitude. The first generation of Labor men in Australia were sceptical about the advantages of university education. Rufus Underwood, a Western Australian politician, claimed that it was as easy for a porcupine to walk backward down a canvas hose as for a university graduate to achieve anything practical, and where such attitudes were common—and they were as prevalent in North America as in Australia or South Africa—there could be little encouragement for the extension of university education beyond the walls of the ivory tower.

Yet these regions of recent settlement, North America and Australasia, pioneered those techniques of correspondence education which were the forerunners of distance education as we know it today. This was not simply an environmental response to the problems posed by long distances; the Russian Empire, with a population scattered over the largest land area of any single political unit in the world, was conspicuously slow about spreading educational advantages among its subjects. To some extent this may reflect technological backwardness. The establishment of distance education in any reliable form presupposed the existence of railways over which mails could be carried. The United States possessed three transcontinental railways and numerous minor lines by the 1870s; Canada was linked from west to east by the 1880s. By the same decade the Australian colonies each boasted significant railway systems radiating from the major seaboard cities, though a transcontinental system would be long delayed because of the breadth of gauge problem. In Russia the Trans-Siberian railway was not completed until the first decade of the twentieth century, and although metropolitan Russia itself was not ill provided the social structure of Czarist Russia and the slower spread of literacy held back the possibility of developing a demand for correspondence education. Distance education is essentially a product of democratic societies, and specifically those democratic societies with a strong interest in primary production and influential rural interest groups. In such circumstances the demand would arise that the old imbalance between city and country should be remedied in terms of the provision of access to educational facilities.

And here at length I begin to come to my theme of 'the opportunities of distance', particularly as they apply to North America and Australia. It seems to me significant that some of the earliest experiments in correspondence education originated in the mid-West of the United States, as for instance, in 1891 when teachers in agricultural science in Wisconsin entered into regular communication with students who could not easily attend campus at Madison. For obvious reasons subjects such as agricultural science gained acceptance more readily in major primary producing regions such as North America and Australasia than among the older academics of Europe, and it is not surprising to find innovative thinking in such an environment. In the same decade that these pioneering efforts were initiated in distance education—in 1893 to be precise—a young American historian named Fredrick Jackson Turner published a pathbreaking paper on the influence of the moving frontier on American society. It was an epic theme. Turner claimed that the basic essentials of the North American national character were shaped not among the ports and cities of the eastern seaboard, with their built-in tendency to look backwards across the Atlantic towards Europe, but on the pioneering frontier of society. First the hunter and the trapper, then the grazier, then the agriculturalist and only eventually the townspeople would take possession of the land and subdue the wilderness. In the process of transforming the environment they would themselves be transformed by it, and develop into a practical, innovative, democratic race different in many respects from their European forbears.

It is not appropriate here to inquire how far Turner was borrowing ideas already sketched out two generations previously by that acute European observer Alexis de Tocqueville nor to ask how this process looked to the native inhabitants on 'the other side of the frontier', the North American Indians and the Australian Aborigines. My purpose is to suggest that the concept of distance education may be seen as one of those innovations which was forged on the frontier of European expansion overseas; and that the history of distance education is to a considerable extent an example of the process by which ideas and techniques developed on the periphery have gradually been accepted and absorbed into the old heartland of European culture. Beyond that there will be a further chapter unfolding as non-European societies observing this process adapt and modify it to their own needs.

There might be another way of putting it based on our own Australian experience. Australians have always made much of their isolation from the rest of the world, yet scholars have paid remarkably little attention to analyse the influence of that isolation in shaping their society. The outstanding exception is Geoffrey Blainey whose finest book, *The Tyranny of Distance*, first published in 1966 has thrown up more ideas than the historical profession has been able to digest properly over the following two decades. Blainey's book deals both with the consequences of big distances within Australia and with Australia's distance from Europe, or as Blainey put it with 'the contradiction that it depended intimately and comprehensively on a country which was further away than almost any other in the world.' The name, *The Tyranny of Distance* has become almost an Australian cliche and Blainey himself has shown some concern about this. In 1982 he wrote: and here I use the identical passage which John Daniel quoted to you yesterday—which could be an example either of the similarity of great minds or of inability to go past the opening pages of a reference—'Sometimes I think people take the phrase further then it should be taken and certainly than the book intended. My book is essentially about people and commodities, and for them the cost of distance has usually been high. But for ideas the freight has often been cheap. In the history of this land, ideas have usually leaped with relative ease across the ocean and even across the inland.' If, as I believe, Blainey is right, distance education may be seen as one of the great facilitators enabling ideas to leap across long distances. Here again the experience of new societies has resulted in useful feedback for the rest of the world.

Consider for instance the speed with which the idea spread of correspondence education for primary schoolchildren. The first experiment in the education of children at home by correspondence is usually credited to the Calvert School at Baltimore in the United States in 1905–06. By 1910 departments of education in the Australian states were showing an interest in this innovation and between 1914 and 1922 each of the states set up a system of correspondence education designed to serve families in outback regions so remote that they could not muster even the eight or ten children who in those days constituted the statutory minimum for a one teacher school. The western and central Canadian provinces followed between 1919 and 1927, as did South Africa and New Zealand a little later.

These developments followed and accompanied the great push to open up new farmlands. During the first quarter of the twentieth century, both before and after the First World War, there was a widespread belief in family emigration from Britain to the overseas dominions. It was thought that opportunities were contracting in the Old Country, whereas the new nations were clearly underpopulated and must be developed if the colonists were to justify their possession of the land. The remedy favoured by many politicians and publicists was the encouragement of a bold yeomanry of family settlers who would reverse the trend towards urban centralisation and become the founders of thriving rural communities. However the commonest reason given by settlers for grasping at these opportunities was the hope of providing a more ample life for their children than they could achieve elsewhere. Such people obviously would not remain in the remote areas of Australia or Canada if their children ran the risk of growing up deficient in basic educational skills, and correspondence education was fostered at government level because it helped to sustain the agrarian myth.

One side-effect of correspondence education which appears to have been less widely publicised than it deserved was its reliance on the labour of wives and mothers as supervisors and teachers. The new democracies have always tended to regard the transmission of culture as an interest for women. It was taken for granted that as the men of the household would be fully occupied with their farm duties the children's mothers would accept the responsibility of organising the receipt and despatch of correspondence materials, overseeing the students to ensure that they got on with their assignments diligently and regularly, and in general fitting in the role of surrogate monitors with the thousand and one tasks of a busy pioneer wife.

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Few mothers had previous teaching experience of any kind and many had limited formal education. It would not have been surprising if in the process of helping their children with their education many mothers experienced some stimulus to their own intellectual interests. It has certainly been observed that among the most zealous supporters of adult education there are many middle-aged and elderly women who in their earlier years have undergone some experience of farm life.

All the same it will be tolerably obvious that for a number of reasons the establishment of correspondence classes for primary school children was not quickly seen as a model for more sophisticated forms of distance education. Correspondence education depended on the mediation of untrained women and was designed for a rural minority whose educational attainments were not expected to be especially high. There were still serious limitations on the technology available to distance educators. Until the 1930s correspondence was virtually the only means through which a tutor could establish contact with students scattered over a wide area. There were practical limits to the number of books and exercises which could be mailed to any individual or to the number of written essay-type assignments which either tutor or student could be expected to handle in any one year. There was the factor of cost. Governments seeking rural votes are characteristically cautious spenders because farmers are traditionally grudging taxpayers even in the best of times—and the best of times came seldom between the two world wars.

Compared to the facilities available through on-campus learning at even the most remote and provincial North American or Australian senior high schools and universities, correspondence education was clearly a second-best. It was a second-best which was preferable to no education at all, and between 1910 and 1940 a number of universities in the British Commonwealth came to provide external tuition by correspondence using methods basically similar to those of the primary school correspondence classes. Their main targets were schoolteachers and civil servants working for a bachelor's degree, who did not wish to lose time unduly when their turn came for posting to a country town.

Few if any attempts were made to extend this clientele in ways which might have encouraged economies of scale or at the very least have provided companionship for the external student. External tuition was perceived as a device improvised to meet unusual conditions rather than as a contribution to educational methodology at large. In any case there was a good deal of reluctance to believe that the established centres of academia in Europe could have much to learn from the newer societies of North America or the Southern Hemisphere. Culture was still seen as diffusing from metropolitan centres, and European universities still basked in the prestige of seniority. Distance education was a Cinderalla awaiting the Fairy Godmother of improved technology.

But distance education was not designed to remain Cinderalla forever. From the 1930s onward the portents of change should have been increasingly clear for those with eyes to see. Radio broadcasting as an adjunct to primary education came to the fore in Canada and Australia in the 1930s and in Latin America in the 1940s. Civil aviation, already well-developed by the Second World War, offered opportunities of speeding up the process of communication between teachers and students. It can hardly have been a coincidence that 1938 saw the first international conference of the body which I have the honour of addressing. Educationalists at that time glimpsed the possibilities offered by new technologies in media. Some foresaw that a part might be played by film and television. With all these possibilities on the horizon it is at first sight puzzling that in most parts of the world thirty years would elapse—another generation—before distance education at the university level came into its own.

It might have been expected that the Second World War and the subsequent problems of postwar reconstruction exercised a disruptive influence but to a surprising extent the emergency seems to have encouraged innovation.

Several nations devised comprehensive programs of education for those serving in the armed forces, originally because many recruits were found to have surprisingly inadequate literacy skills, later because educational programmes were considered to have a value of their own in terms of morale or social usefulness. In Australia, for example, there was a remarkably successful periodical called *Salt* which introduced servicemen and women to a wide range of issues in current affairs. Nor must we forget the impact made in those years by paperbacks such as the Penguin series. When it gradually emerged that the aftermath of the Second World War would not be a recession as happened after the First World War, but instead a sustained period of affluence with, at any rate in the Western democracies, in the early years a considerable amount of hopeful optimism about beneficial social engineering, one might have predicted the speedy unfolding of a bright future for distance education.

But change came slowly, and I may illustrate this by my own experience. Between 1966 and 1970 when I taught modern history at the University of Western Australia, the university had on its books a number of external students who were undisguisedly second-class citizens. The specialist staff attending to their needs consisted solely of a female clerical assistant of mature years and no great bureaucratic seniority whose duties were confined to arranging the efficient despatch and receipt of assignments and books. Assignments still consisted entirely of written essays. Academics tutoring externally were given no special training except for such informal advice as the head of the department cared to offer. In several instances the task was shuffled on to a part-time tutor. When the tutor and I arranged to meet a group of external students for a Saturday seminar at a central country town I was astonished to be informed that this was the first time such an experiment had ever been attempted. Of course external tuition was confined to those living outside the metropolitan area. Those living within a twenty-mile radius of the city centres were expected to attend lectures and tutorials on campus no matter how great the inconvenience. I well remember the time-consuming arguments which were necessary to ensure external status for a mother of six children living on the margin of the metropolitan region who required one unit to complete her degree. Plainly she could only do so as an external student but, Heavens, the trouble we had to persuade the Adminstration!

I would not wish in the least to suggest that the University of Western Australia was unusually negligent or backward-looking. Still the question remains: why hadn't there been greater progress in approaches to distance education in the two decades after the Second World War? One answer might be that the first universities specialising in distance education appeared in the 1950s in South Africa and the Soviet Union, neither of them nations likely to appeal to the rest of the world as models of educational enlightenment, however compelling the environmental factors which was leading them to innovate. Sweden and Finland also enjoyed a long-standing reputation as countries with a sustained commitment to distance education, but the rest of the world has always been more ready to applaud the Scandanavians for innovative thinking than to imitate their examples. Canada and Australia were held back by their federal political structures, as it was notoriously difficult to secure co-operation between different states or provinces and the only integrated approach before the 1970s was taken by the national broadcasting services in both countries. Some successes were achieved such as the Australian School of the Air. However, funds were limited so that it was easy to lapse into methodological conservatism. It was especially expensive to provide television education to scattered and comparatively sparse populations, and in any case the rural districts which were still seen as the prime target of external tuition were invariably the last to get access to television.

I am still not satisfied that these explanations give the whole answer. There was still among most academics and nearly all university administrations a set of assumptions so common that they were largely unspoken. There was for instance the belief that undergraduate education was a once-only preparation for work and life. Having graduated at the age of twenty-one or twenty-three with a major in engineering or literary criticism or dentistry or economics, one's training was complete and would suffice for the next half-century, regardless of technological change and innovation. This is understandable. It is threatening for experienced practitioners of a profession to suspect that their skills are obsolescent. It is less easy to understand the apathy which most administrators displayed towards the recruitment of mature age students, whose needs if taken seriously must have fostered the development of off-campus tuition. Between 1945 and 1950 the universities of many countries had experienced the presence of ex-service men and women as an enlivening influence to whose stimulus younger students reacted beneficially. But this broadening of the undergraduate age-span was seen as an abnormal and temporary phenomenon. Normality consisted in reserving tertiary education as a rite of passage out of late adolescence.

This philosophy worked well enough in the prosperous decades of the 1950s and the 1960s when in most countries the pace of university expansion was quickening so as to draw increasing numbers of the young into the tertiary sector. Even in the 1960s however there were omens of change. The decolonization of the European overseas empires meant that in Africa, Asia and the Caribbean new nations were emerging for whose people there had never been adequate access to advanced education. They would be looking to extend opportunities as widely as possible and would not long be satisfied with universities based faithfully on the European model, academic robes included. Meanwhile the widespread use of the contraceptive pill suggested that, at least in those Western nations who were or aspired to be in the OECD league, birthrates would fall with important long-term consequences for future demand for places in tertiary education.

During the middle and later 1960s youth in the Western world after a period of benign apathy became unusually politicised, partly but by no means entirely as a result of the Vietnam war. Harassed university administrators who endured the sit-ins and protests of the heady years between 1967 and 1972 may have begun to question the conventional wisdom that the best students were necessarily educated on campus and aged between eighteen and twenty-two. Simultaneously the increasingly militant feminist movement reminded its hearers that women, although theoretically given the same access as men to higher education, were in fact often discouraged by a range of more or less covert social pressures. They should be given opportunities in adult life to make good these deficiencies. The stage was set for a major re-thinking of the role of off-campus education.

These were the circumstances in which Britain decided to establish the Open University whose first students were enrolled in 1971. Quite apart from its success in marrying the use of film and television with the provision of ancillary materials on a scale not previously attempted, the Open University was of considerable symbolic importance. Emerging in a country which tended to be more conservative than most in its attitude towards educational change the Open University marked acceptance of the view that off-campus education was a legitimate academic activity. It was a moot point whether it could strictly be called a contribution to distance education, since its success was partly founded on serving a heavily concentrated population with a very high ratio of television owners. Nevertheless the quality of the Open University's programmes and its successful confrontation of complex logistic problems made it a model soon followed by many others. It would be tedious for me to enumerate the stages by which distance education has taken off during the past decade and a half. It is enough to remind you that there are fifty-two nations represented at this Conference.

Nor need I dilate upon the potentialities opening up in distance education through the use of microcomputers, or to conjecture that with the coming of satellite television it will literally be a case of 'the sky's the limit'. There must be many here better qualified to comment on these possibilities. In the time remaining to me I wish from an historian's perspective to comment on some of the problems and more of the opportunities which arise from this recent growth in distance education.

Among the most important breakthroughs of the last twenty years I would place one which is psychological rather than technological: the recognition that distance from educational opportunity may be measured not only in terms of kilometres but also as a consequence of social or economic inequalities. We in Australia for instance have gradually come to realise that the difficulties of attending lectures and tutorials on campus must be no less great for an Aboriginal or a migrant in the inner suburbs of Sydney or a mother of small children in a new housing area thirty kilometres from the General Post Office as the difficulties confronting the schoolteacher posted to a small country town. All these people and many others can be served by the methodologies of distance education.

Elsewhere in the world this principle can be extended further. For many nations in Africa and Latin America it would be (at least for the present) an unwarranted waste of resources to divert national income into the building of many large high schools and universities on the western model. And yet there are large populations of the young and not-so-young whose demand for educational opportunity is pressing. Among the papers presented to the Vancouver conference in 1982 few if any made more impression on me than the exposition by Joe Ansere of the challenges confronting distance education in Ghana. He showed that for many inhabitants of that nation their only hope of secondary education lay in the creation of a distance education programme. It had to be Ghana's own programme tailored to the requirements of Ghana's citizens. Overseas correspondence courses were often irrelevant in context and approach and demanding of foreign exchange. And Ansere observes in a telling comment:

> 'It was probably fortunate that we did not obtain foreign aid in the initial organisation of the programme. (We sought but failed to obtain assistance from the Ford, Rockefeller, and Dag Hammarskjold Foundations as well as the University of Wisconsin). If we had had foreign assistance, the programme might have been organised on a scale too large to manage . . . Externally aided projects may be successful at the beginning, but when external support ends the programme almost invariably turns into a white elephant for the host country.'

One's admiration for the prudence of the Ford Foundation and the others falters a little on learning that one quarter of those Ghanian students who pass the secondary entrance examinations and more than half of those who qualify for university education are unable to proceed for want of sufficient places. Experience suggests that the answer lies in distance education if only because the recurrent costs are lower than those associated with on-campus education. But it may have to be distance education without hardware. Accoding to Ansere it has not yet been possible to utilise radio and television to any marked extent in Ghana and a similar report was made at Vancouver by an Indian correspondent from a Gujarati university who argued in favour of programmed materials in the form of written texts. These are salutary reminders against succumbing too readily to the beguilements of new technology. And yet these are nations including regions of high population density which might seem capable of achieving fairly intensive radio or television coverage over relatively small distances with consequent savings in per capita cost. The choice of appropriate technology and adaptation to local needs may thus be seen as one of the opportunities and challenges of distance education.

So far I have been speaking as if distance education should be seen as the salvation of the disadvantaged. If this were all it might still seem an educational second-best in comparison with the offerings of on-campus education. Yet perhaps the time is coming when that assumption should be challenged. Perhaps the balance of advantage is shifting away from the conventional universities and high schools. Possibly the opportunities of distance education need to be stressed more vigorously than hitherto and with different arguments.

Consider the following propositions. The lavish years of educational funding have ended in nearly every country in the world. The economic forecasters give no grounds for supposing that conditions will improve in the foreseeable future. On the contrary some governments are displaying a cannibal relish in demanding cuts from the higher education sector. In the United Kingdom speculation is frequent that at least one of the newer universities may be closed. Even the University of London, which should always be respected in a gathering of this kind for its role in postgraduate distance education, faces the task of reducing budget by between 10 and 15 percent over the next five years. It requires little imagination to visualise the likely results in terms of staff morale, the slowing down of research programmes, the erosion of undergraduate teaching standards, and the removing of opportunities for those aspiring for advanced education. There is, alas, no reason to suppose that stories of this kind are confined to the United Kingdom.

To such pressures various responses are possible. The policy currently favoured by the United Kingdom government seems to be, as in so much else, a reversion to the ideas of the 1930s; to the proposition that where choices must be made the opportunities of advanced education should be reserved for school leavers, and only for that elite among school leavers who because of superior intelligence or parental affluence can be expected on graduation to make some contribution to the nation's income-producing capacity. There is an ignoble heresy abroad which asserts that education is valuable only insofar as it produces entrepreneurs capable of increasing the gross national product. This heresy is not confined to Britain. Nevertheless there are alternative answers even when all due attention is paid to the cost factor. And here it seems to me that distance educators face one of their most demanding assignments. To borrow the words of a nineteenth-century statesman: *We must educate our masters.*

Those of you who are working at the innovative edge of distance education have probably become over-familiar with the widening opportunities offering in television and computer technology. It is easy for you to forget that most senior academics and civil servants, most in short of those decision-takers who give direction to educational policy, are still products of the old conventional system which turned them out in their early twenties as complete and polished graduates in no need of further education or re-education. They are well aware of the need to talk respectfully about microcomputers. Some may even be acquainted with the world *"telematic"*. In terms of practical experience however it can be safely assumed that few are aware of the full range of potential in the field of distance education. I speak with conviction as a member of that ignorant generation.

And in order to influence these decision-makers and their constituencies you must be careful to maintain your communication skills in good order. I mention this because it sometimes seems to me—and I venture this comment with some attempt to assume the humility of the amateur—that distance education runs the risk of hiding its virtues behind a thickening veil of professional jargon. It is a natural enough reaction in a discipline which in earlier years has suffered from the neglect and disdain of traditionalists, but it may be counter-productive. Let me cite an example from a respected authority.

In developing a theory of independent study he writes:

> Distance in an educational programme is a function of dialogue and structure. Structure is the extent to which the objectives, implementation procedures, and evaluation procedures of the teaching programme can be adapted to meet the specific objectives, implementation plans and evaluation methods of a particular student's learning programme. Dialogue is the extent to which interaction between learners and teachers is possible.

Would it have lost anything in translation if he had simply written: *'Effective communication in distance education requires teaching programmes which identify and meet the needs of individual students'.* No doubt it could be put even more simply. My point is: if distance education is to grow and thrive as it should, educationists must remember to communicate clearly to those of us who are not educationists.

So the case for distance education can be argued on the political front on the grounds that its recurrent costs may be shown to be lower than competing modes of education. From the student's point of view it could be argued that home study is preferable to the often rather alienating atmosphere of a large urban university where lectures are given to classes of hundreds and where deteriorating resources and low staff morale may produce a cynical indifference very far from the excitement and commitment which should be generated by the learning process. It is also arguable that convential universities and high schools are still too much dominated by the use of printed books and articles. Young people today, while not necessarily deficient in reading skills, may not be as much in the habit of reading books for pleasure as earlier generations were, so that academics who design programme on a basis of reading set texts may be failing to keep up with the changes heralded a quarter of a century ago by Marshall McLuhan. As an inveterate reader myself I am not wholly convinced by this last argument, and the testimony from India and Ghana suggests that there is still a major demand for printed material in distance education. This is an important debate, and those of us who are not distance educators need the benefit of your testimony.

To the extent that radio and television are used in distance education they must contribute to breaking down the traditional barrier between those who are formally enrolled in higher education and the rest of the community. Access to the Open University's lectures is not confined to those formally accepted for a degree course, they are available to any listener in Southern England who is prepared to get up early in the morning and tune in to the Radio 3. Those involved in home study can and in many cases probably do share their interests with their family and friends. This ease of accessibility constitutes a powerful counter against those who confine education to vocational purposes narrowly defined.

In any case we live in an age when serious doubts are expressed about the availability of vocations or jobs for everyone. Few would be bold enough to assert that the present level of unemployment is a temporary phenomenon or that it has reached its peak. Recurrent education with its twin emphasis on re-training for new employment and education for leisure is a concept well worth defending, if only because of the incalculable social costs of doing nothing to alleviate the plight of those who would otherwise be without occupation. In many Western countries the proportion of middle-aged and elderly is notably on the increase. Plato observed that when people were past the age of working they should set themselves to the study of wisdom, and although modern governments are too seldom given to the study of wisdom it is surely not too much to ask that means should be provided for those senior citizens who wish to retain a measure of intellectual agility. Summing it up, the great argument to be deployed in favour of support of distance education is this: it is an admirable and relatively inexpensive instrument for increasing access to opportunity and thus contributing to social justice. Governments who neglect this instrument in favour of outmodedly elitist concepts of education will find the alternatives more burdensome.

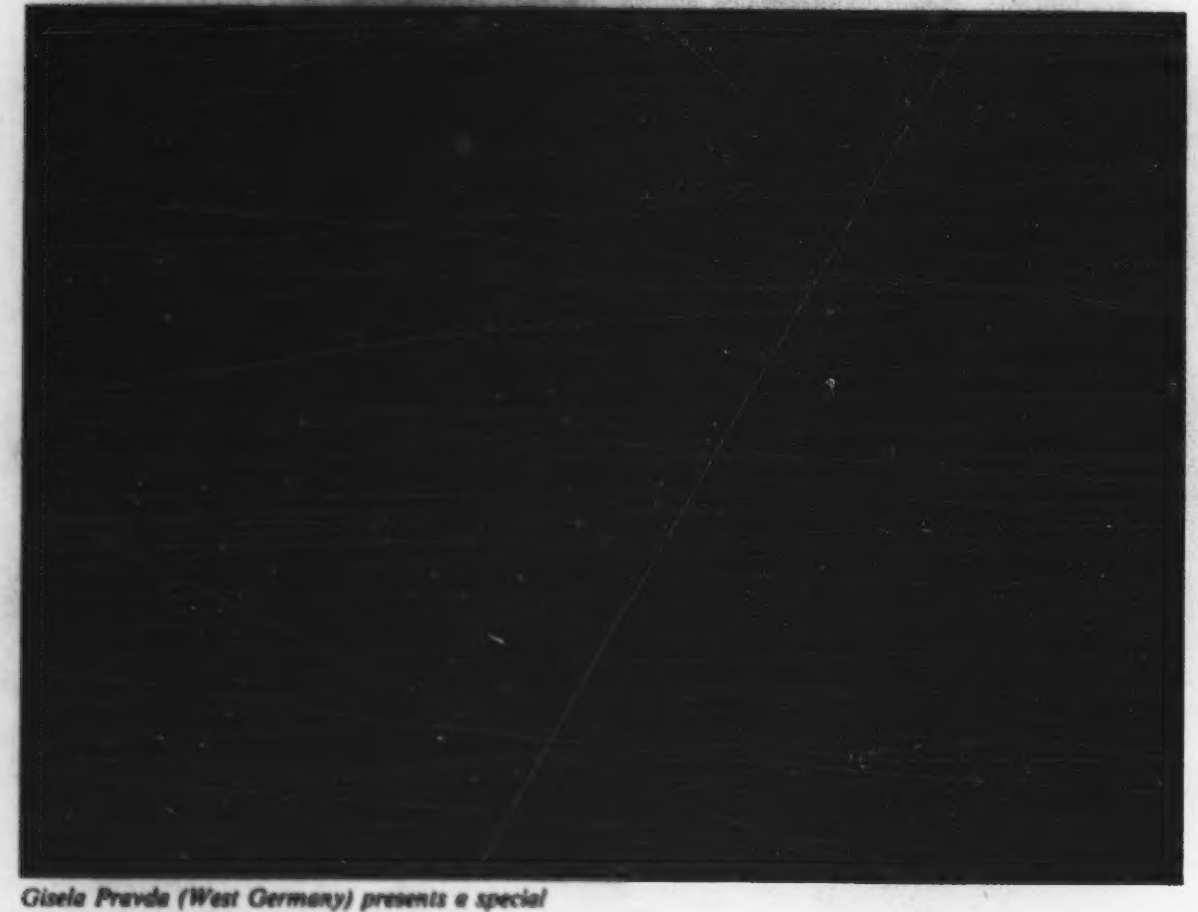
One other consideration must be in all our minds. It is not beyond the realms of feasibility that within the next fifty years a large portion of the civilised world may be devastated by a nuclear war. Any measures which can be taken to spread the world's accumulated knowledge and culture among greater numbers, any steps which can be taken to diffuse and decentralise education, must increase the possibility of preserving at least part of that heritage among the survivors. The techniques devised in developing distance education may play a crucial role in ensuring that all is not lost of civilisation if the nations are stupid enough to embark on a third world war.

We have come a long way from Charles James Fox but I think he would have appreciated the point. He would have been aware what survived of Greek and Roman civilization in the eighteenth century (and still more in the twentieth) was only a fragment of its entirety. Barbarian invasions, plagues, earthquakes, plunder by the ignorant, the casual side-effects of local wars, all served to destroy the manuscripts, works of arts, and buildings which were the masterpieces of classical civilization. Much of what was preserved was safeguarded over the dark centuries in the keeping of isolated provincials: the monastries of the Egyptian desert, the hermitages of the itinerant Celtic monks of Ireland, the remote valleys of the Swiss Alps. This knowledge survived because the early Christian church had an evangelical mission to teach in every quarter of the known world.

Historical parellels are never absolute, and it would be absurd to venture far into prediction. Nevertheless in a keynote address of this nature honouring such a notable educationist as Knute Broady it is important to raise our sights from the immense detail of feedback techniques, the preparation of course material, and the clash of rival educational theories in order to look at the broader perspective. The work of distance education is not simply a matter of philanthropy to the disadvantaged who cannot be accommodated in the academies. It may also be a vital factor in the dissemination and maintenance of civilised values.

René Erdos (Australia) and Borje Holmberg (Sweden/West Germany) have more than a little in common. Both are former Presidents of ICCE and both are now honorary members of ICDE. René was attending her eighth World Conference!

James Hall



Gisela Pravda (West Germany) presents a special plate to Ted and Edna Estabrooke (USA) to celebrate their 50th wedding anniversary. John Daniel (Canada), proudly wearing his conference sweatshirt, looks on.

Distance Learners, Telecommunications and the Technology/Pedagogy Gap.

James W. Hall.

On occasion I have referred to telecommunications in the university as "the dragon in academe." This dragon has slithered out of its cave from time to time, has crept up to the walls of the university with a considerable belching of smoke (but not very much fire), has made a brief and threatening attack, and, after being thrown a few sacrificial bodies, has retreated to its lair without seriously discommoding anyone, least of all, students. Generally speaking, the impact on higher education of the telecommunications dragon, with its gnarled old twin horns of radio and video, has been rather innocuous. But more recently the old dragon has teamed with a second, the microprocessor worm, and, in tandem, these two are assaulting the fortified towers of the university again. This time there appears to be more fire than smoke.

These new protean technology dragons come in a more formidable shape than before. Their newest features are the 256K microchip; the digital TV set with split-screen, immediate recall, and video recording; the laser video-disc with its 54,000 frame storage and instant retrieval capability; the microwave dish with the ability to snatch multiple signals from distant satellites. As if this is not enough, these new dragons are capable of further rapid metamorphosis. They constantly assume new dimensions and capabilities, which confuses academe mightily. Probably it is time for the university to try to domesticate the telecommunications dragons, to bring them fully within academe's walls, and to harness their considerable energies in its enterprise. Low-cost electronic hardware is now available; data bases and programmed educational course materials are increasingly accessible; and information getting can now be linked to interactive teaching. With these capabilities, the so-called "electronic university" becomes technologically feasible, bringing electronic learning into the service of the distance learner.

Yet we know that technological feasibility is not enough. A fundamental question still requires an answer. Can existing university structures accommodate to varied technologies? Or are new educational structures going to be required before significant and high quality use of these technological breakthroughs in teaching and learning is possible?

It is my judgment that if significant, large scale use of telecommunications technology is to be effective, new academic structures are required. It seems inescapable to conclude that, in a residential campus setting, where teaching occurs through conventional organized academic departments, where students sit in a classroom, there is a rather circumscribed future for educational technology. Students like to participate in a classroom setting. Students enjoy discussing ideas and issues with fellow students. Given the competition of an effective teacher and a stimulating group of students, educational technology finishes a very poor third. As an adjunct to classroom instruction, some technologies can function as a solid drill sergeant. Such technology-driven drills can help students in the library or the learning resources center. On-campus students pursuing such subjects as engineering, language, music, graphics, and certain forms of problem-solving do benefit from extra drill and computation via the computer. But the principal on-campus mode of instruction remains the classroom lecture with direct access to the professor. For the conventional campus with resident students, technology will have a useful, but not revolutionary impact on pedagogy.

On the other hand, a degree course offered to students who are unable to study on the campus offers a magnificent opportunity for the use of instructional technology. These distance students cannot sit in the classroom at the foot of a teacher. These are the students who cannot come to the resource centres for drill via computer or video cassette. These are the students for whom the convenience, flexibility and pedagogy of instructional technology are not merely useful supplements, but essential to their ability to study at all.

Unfortunately, availability of technology does not automatically ensure effective learning. Past experience shows an alarming and predictable gap in student engagement and persistence. I choose to call this the technology/pedagogy gap. Few faculty, aside from some ICDE members, have thought very much about how to teach distance students, and in most cases the solution is pedestrian: either to transplant the classroom to a remote location, or to offer correspondence courses, essentially written forms of traditional lectures. Both traditional solutions have proven of limited effectiveness in maintaining distance student motivation and course persistence. With few exceptions, existing university pedagogies and structures are unprepared to exploit the new technologies effectively.

James Hall has been the Foundation President of Empire State College of the State University of New York since 1971. Before this he held a number of senior positions in the Central Administration of SUNY.

The conventional academic structure, with few exceptions, has been unable to conceptualize and deliver effective distance instruction to nonresidential students. There are, of course, a few good examples of effective use of correspondence study using print materials, occasionally enhanced by television. But most often these efforts merely duplicate typical campus instructional methods. And in any case the controlling governance structures of the university insure that these deviant instructional modes are not permitted to become central and threatening to the dominant instructional system. My observations should not be taken as a criticism of traditional academic structures. These structures function well, have provided an excellent education for many students, and will undoubtedly continue to do so. It is to say, however, that the successful employment of educational technology, for that very large group of distance students who have no other practical way to study, requires new academic structures.

Planning for telecommunications in service to distance students ought not to begin with the iconoclastic notion that the university of the present is outmoded, irrelevant and ineffective. Rather, it should begin with an assumption that the university, with its great strengths and enduring values, can be adjusted structurally, so that the qualitative essentials of a great university—faculty, scholarly and research resources, and pedagogy—can be extended to reach distance students not now well served. One major reason that electronic technologies and the university have often failed to connect is that the theoreticians and practitioners of each seriously misunderstand one another. Telecommunications holds the promise not only to fulfill the older notions of university extension and outreach, but also to bring to the distance student that quality of education associated with traditional campus instruction at its best. Such quality will be possible because, for the first time, the faculty and resources of the university can be made available practically to the off-campus student.

In this morphism, the traditional university campus will emphasize its role as a dynamic intellectual center wherein new knowledge and ideas are generated. Building on these traditional and central strengths, the university will design and support a variety of pedagogies and instructional delivery structures which bring the university to the student, whether it be in the home, the workplace, the library, or other location.

The revolution in electronic communications has the potential to increase access to learning. No longer will knowledge be confined within the walls of colleges. Instead, it can be carried into even the most isolated localities and into basic social institutions and situations. *But such access to knowledge does not itself produce a learning situation*: that state in which the learner is fully active. Nor does it solve the problem of how new information and knowledge transmitted electronically will interact with the other basic forms of social communication that bind communities together—encounters at work, word of mouth among neighbors, conversations in families. If new access and new structures are to emerge, we must focus as much on reception as on electronic "packaging".

Perhaps the central difficulty in all this is what one might call the illusion of access. It is true that telecommunication reduces distance and walls to negligible proportions. The simple act of pushing a button brings messages to a student quickly and effortlessly, but perhaps it is this seeming ease that produces a characteristic state of relaxation, of passivity in the presence of media. It is all done for us, though we maintain the fiction of control through our power to change the channel or flip a switch. Consequently educators who would use telecommunications must stimulate behavior, encourage a posture and practice for learning that is active, alert, serious. Only in this way can the new technology bring genuine and full access. Our planners need to consider a supporting structure which can stimulate an inward and critical involvement on the part of the learner that leads to questioning and dialogue.

It is also misperception about the meaning and character of higher education itself that accounts for many of the limitations of distance or off-campus learning. Non-traditional modes of instruction, including correspondence, television, and computer-assisted courses prove highly efficient in helping the student address such fundamental aspects of learning as the acquisition of *knowledge* and *communication skills*. But while these are the essential broad bases for a solid advanced education, they do not in themselves adequately enable the student to attain those higher skills and abilities which must characterize a high quality baccalaureate. These higher intellectual and personal dimensions have seldom been treated systematically in off-campus instructional modes and, indeed, they are achieved only occasionally by the most effective of traditional classroom instructors. Nonetheless, if off-campus instruction is to achieve recognized high quality, it must strive to achieve an educational potential best expressed by the concept displayed in the "Pyramid of the Educated Person."

In this pyramid it is not enough to convey facts and develop students' communication skills; rather analysis, synthesis, application and, finally, valuation or judgment are the hallmarks of the educated person. It is these higher intellectual achievements, characteristics of a truly higher education, that the designers of education software have usually neglected.

Today, emerging interactive technologies hold high promise to accomodate teaching and learning pedagogies which nurture and elicit advanced skills and abilities from the student. But those who create such educational pedagogies will need to be guided by well-defined concepts of what higher learning is really about, and how it can be stimulated. The best teachers, always few in number, have known how to do precisely that. Can we capture those concepts, those techniques for advanced learning, and realize them in distance learning? This is the real challenge for educators who would use telecommunication systems for higher learning. This is the Technology/Pedagogy gap which must be overcome if the use of telecommunications in serving distance students is to be effective.

Designing suitable academic structures to meet the technology/pedagogy gap will not be easily accomplished, because the university, as I've already suggested, finds difficulty in thinking collectively about the learning objectives which are met in an individual professor's lecture or seminar. It might be helpful, therefore, to begin with the distance student's pattern of engagement with the electronic university, and to imagine ourselves just a few years into the future, say about 1990. And in this speculation, we should keep foremost in mind that service to the distance student must strive for comparability with services now available to the traditional residential student. After all, it is telecommunications technology which makes feasible our contemplation of such comparability.

Imagine, if you will, that our 1990 student is seated before an array of linked telecommunications media which I shall call the Higher Education Work Station (HEWS).

This work station, which can be found in most community or village libraries, in many governmental and postal offices, and in some small places of corporate business, is also replicated at modest cost in the homes of many students. Such a work station, as we might imagine it, is now sufficiently ubiquitous as to allow for its use by virtually every potential distance student, including those who are handicapped, incarcerated, or impecunious.

Accessibility through HEWS, more than anything else, accounts for the fact that the university faculty now fully recognizes that its "non-traditional" students are the regular and essential audience for all of its programs, not merely, as in earlier years, a handful of exotics to be served through a number of profitable "special programs." Without laboring the point, the range of students who are now served extends to any person who can be linked to the network, and these possibilities are virtually unlimited as to place and time of study.

These changes did not happen without some significant modifications in the way the university operates. First the faculty had to understand that the technology/pedagogy gap was not something which might be closed by simple tinkering. The faculty of this "electronically aided" university of 1990 finds that a thoroughgoing reconceptualization of the entire university structure is required so as to adequately serve these distance students. In this brief presentation I will comment on three of the major areas of change which are crucial in bridging the technology/pedagogy gap.

The first such area concerns how academic planning and advisement occurs, and how the curriculum addresses the essential qualities of the Baccalaureate degree. How the prospective student gains sufficient information to apply for matriculation is less important to our discussion than the immediate availability of detailed interactive academic advisement which leads the student to make informal course choices within a larger set of educational goals. How does real academic planning and advisement occur?

Working at HEWS, the student's first contact with the university is a battery of interactive questions which, following pioneer Dustin Heuston's prototypes of the 1980s, helps the student to project, within a very short time, a set of goals and inquiries to individual academic departments via electronic mail and to make a preliminary judgment about course registration. The student is also able to draw on such diverse materials as standard catalog descriptions or the student electronic newspaper displaying the latest "insider" information on course effectiveness.

In this way, the student's interests, achievements and capabilities are quickly assessed, and a sequence of interactive discussions with specially trained academic advisers are completed. The important thing to note here is that this electronic dialogue is not limited to a student interacting with a machine programmed to anticipate a wide range of possible questions. In addition to valuable advisement software, the indispensable ingredient is access to individuals—professors, advisors, assistants—who can respond through electronic mail. The combination of sophisticated diagnostic tools and responsible course advisement is actually an improvement upon the older largely serendipitous approaches to advisement and enrollment.

Earlier I touched upon the issue of curriculum definition. While curricula for distance students have often focused only on the lower levels of learning e.g., basic information and communication skills, telecommunications and advanced software design now offer improved faculty tools for building into the instructional design a potential for achievement of higher level intellectual skills. Moreover, here in 1990, the range of courses offered to students is not unlimited, since courses are available from many sources. Consequently the rich panoply of the residential university curriculum is available to all students residential and non-residential. One could say that the practical differences between on-campus and off-campus students are virtually gone. Moreover, since physical space does not limit the ability of a student to enroll in a course or lecture, increased numbers of otherwise qualified students can be admitted to "places." Finally, the breadth and the interactive character of the offerings to students are aided by the fact that traditional textbook publishers have discovered at last a ready market for educational software. These firms now engage the professoriate in many profitable commissions to create new third-generation software for the superb hardware available to students.

A second area of concern addresses the technologies which comprise the student access station that provides for adequate communication and delivery of education, and the software programs necessary to carry out all of the various university interactions with the student.

I asked you earlier to imagine with me a student of the future seated before an impressive array of technology, called HEWS. In fact the technology for HEWS was all available in 1985, but its cost was still too high for the typical student; the software was still too primitive; and the transmission of data was far too slow. Moreover the university in 1985 had not yet determined how to use this educational delivery and communication tool very effectively.

Then came several key improvements with startling rapidity. First, the cost of purchasing good quality high capacity equipment came within range of most organizations and many households. Second, the spread of digital transmission over regional communication backbones dramatically increased the speed and quantity of real time communication, and at reasonable cost.

Although the particular design of the academic work station varies, it typically features the linkage of a computer and terminal with large memory, two disc drives, a video disc and tape player, and a network. Its graphic reproduction capability is far superior to the earlier form, for picture transmission is easily achieved by a mounted video-camera. Transmission speeds now permit rapid photo-communication. Translation via modem to analog form is no longer necessary in the more advanced systems. All of this is essential to the highly interactive instructional software and faculty communication structures.

A third area of concern is how faculty supports learning by providing feedback and evaluation of student performance, and by guiding and facilitating access to resources such as books, guides, and data bases. This was perhaps the most difficult challenge for the professors, for their time-honored methods of lecturing to students about their latest research findings and then sending the student to the library for further study are simply not possible for distance students. Faculty lectures are now recorded in video and available to be downloaded from a central data bank at any convenient time. The same is true for bibliographies, actual text, and a wide variety of data bases and analytical systems software. The students actually pursue most of their study independently, but are expected to discuss key concepts and questions with mentor-teachers by electronic mail. Student written papers and mentor responses are also transmitted electronically and can be reviewed by each party at a convenient time.

These new ways of operating have changed the role of many teaching faculty and shifted the emphasis from the classroom setting to those responsive strategies for teaching and interpretation which only the faculty member can supply. Additionally, HEWS has brought an end to the old calendar of terms or semesters with fixed course schedules, and has been highly popular with students everywhere.

This brief description of these three areas of activity and concern for the electronic university in 1990 is, of course, only suggestive and so risks trivalizing enormous complexity and conflict. But I am persuaded that the distance student will not be served adequately by the technologies at hand until such thoroughgoing restructuring occurs.

Now it is clear that the model I have described requires an advanced and costly national technological infrastructure and this leads one to a series of concluding observations which are sobering.

In the developed nations of the world, the existence of widespread on-campus educational opportunities beyond the secondary level tends to minimize social and political demand for off-campus delivery system. Conversely in the economically lesser developed nations the university is often limited to an elite core of students. In these nations most of the available governmental support for education has funded a massive expansion of elementary and secondary education, aiming primarily for public competency in literacy and technical/vocational subjects. But today, as increasingly large numbers of students complete public schooling, the demand for further education is considerable. One result has been substantial political pressure for government to establish "open learning" universities which can accommodate large numbers of students while minimizing the need to invest in large brick and mortar campuses of the traditional variety. Indeed today 10 million students are enrolled in such open and distance learning universities across the world. These unique universities would seem to be the great testing area for the use of educational technology and telecommunications pedagogy.

The most intriguing opportunities for intensive and widespread use of educational technology are likely to be found in those less economically developed nations where the demands are very great and the resources modest. It is in such nations as Nigeria, Thailand, China, and Pakistan where educational technology could have a remarkable impact in extending education to populations unable to study on a residential campus, to those people who live in rural or in geographically remote regions.

But this opportunity presents a paradox as well. Educational technology requires sophisticated national telecommunications infrastructures. Ironically those nations which have the necessary telecommunications and postal infrastructures are precisely those nations in which the needs of students are met most fully on the traditional campus at the foot of a professor. Conversely, those nations which most need systems of educational technology to reach their burgeoning and geographically widespread populations, lack the necessary infrastructure for operation of such systems. This paradox contributes to a situation in which most of our experience regarding the merits or weaknesses of educational technology comes from those institutions which have the least real need to use it. My point here is that we do not get a truly accurate picture of the potential value of educational technology. We have primarily only the pedagogical experiences and opinions of those faculties for whom educational technology is at best a supplementary, wholly optional medium for study.

In those economically developed nations which have the capability to operate educational technology, there is an insufficient mass of students who will actually use elaborate telecommunications systems. These governments do not support technology systems with public funds because no strong political constituency exists for whom these alternative systems of higher education are absolutely essential.

So the technology dragons will likely require a lot more time to domesticate, and quite a few more bodies are likely to be seared by the dragon's fire before we carefully channel their terrible and terrific force toward the betterment of distance learning. Working now to overcome the telecommunications/pedagogy gap can do much to bring that day closer.

Issues for Attention

A summary of written contributions from participants at the final Plenary Session Monday, August 19, 1985

Liz Burge

Session design

Two broad assumptions supported a design for the Plenary that was both interactive and innovative. The first assumption was that informed professional practice depends not only on the use of appropriate personal philosophy—a critical knowledge about the reasons for one's practice. Without such an articulation, field practice may show internal consistencies; or, more seriously, incongruences between what is preached and what is actually practised. The second assumption was that after an intensive conference week, participants may want to reflect and talk to more abstract and personal levels about learning and teaching.

The specific goals of the session were to i) present selected ideas and arguments from two different perspectives—a traditional and pedagogical one, and an open and andragogical one; ii) allow the participants to talk to each other and articulate their own personal perspective ("Where do I stand on this very complex continuum?"); and iii) given this perspective, enable each participant to list one or two issues demanding attention.

Barbara Spronk and Mary Ngechu presented arguments supporting open approaches and Gomathi Mani and Christine von Prummer presented some traditional approaches. (Note—the arguments each colleague presented were not necessarily a reflection of her personal values).

These abbreviated presentations drew out responses and questions—all of which helped to confirm the complexity of developing an articulated, coherent perspective. Then, for twenty minutes, the theatre noise and energy levels rose markedly as colleagues worked in pairs to articulate their own perspectives. It was very rewarding to see colleagues talking, as Kevin Smith put it, *to* each other and not *past* each other.

Finally, each participant was given a form on which to record his/her issues. We expected to have returned approximately 80 forms—coming from one third of approximately 250 participants. In fact, 234 forms were returned—to contribute a total of 450 individual statements of issues.

Publication deadlines for this report prevented an exhaustive qualitative analysis. However, every issue was recorded under pre-determined headings to see approximate frequency distributions. On the whole these distributions were low—there were so many different issues! Gradually six broad themes became evident. Each issue was cross-checked against a theme to test its appropriateness for inclusion: since 90% of these statements could be included under a theme, the thematic organization was followed for this summary. Participants will allow that not every statement could be included verbatim, and that some handwriting proved to be illegible. Quotations have been used to highlight dimensions of each theme. Where the word 'several' occurs, it refers to 3 to 5 responses.

The themes are Identity, Integration, Growth, Learner-Centredness, Flexibility and Assessment. Readers will see many connections between these themes and may wish to develop their own interpretations of these concepts. If nothing else, this present articulation reflects some of the current maturity of distance-mode learning and its facilitation.

Theme I: Identity

I grouped issues statements as they related to defining and enhancing the identity of distance education as a field of education. Fourteen respondents referred to identity in terms of either definition, upgrading or broadening of its application to education generally:

> We should be opening up learning . . . Place distance education as a discipline more firmly in perspective.

The development of theoretical bases of distance education were important to seven respondents: e.g.

> The construction of theoretical perspectives which . . . break from the expectation that external courses must be duplicates of internal courses . . . an integrated philosophical approach . . . move distance education theory [to a] student centred view.

Eleven respondents specifically listed aspects of professional development of distance educators: e.g.

> The need to educate [them] in openness and flexibility of thought . . . [persuade] governments to invest in *training* distance educators . . . educators who are remote from the centres of power are not adequately trained . . . to cope with methodologies that are so distant from their previous . . . experience.

Other responses can be linked to identity because they referred to greater information exchange and development:

> To spread the existing knowledge more widely rather than to pretend to add to it . . . a systematic approach . . . develop increased public awareness . . . to generate political support and growth.

Exchanges of non-culture bound materials (do such exist?), better data bases, coordinations of personnel working in similar subject areas, and research programs in third world were also mentioned by individual respondents.

The concerns felt by this next respondent were echoed by several others:

> We need to go beyond our identity crisis and get on with the affairs that are important in education. I believe we are too involved in attempting to set ourselves aside from other educators and develop our own theory, philosophy, etc. Education c education!

Theme 2: Integration

This theme applied to both inter- and intra-institutional issues, and to international development. Calls were made for greater integration between different types of programs—formal (credit) and non-formal (non-credit) education and training, enrichment and job training courses. Thirteen participants wanted to see distance education converging with classroom based education: but definitely not regarding it as a second class alternative! Several wanted to have this integration modelled in institutional practice.

> There is no *single* solution—i.e., distance or on campus—that meets the needs of all situations . . . [see] distance education as complementing traditional education and *not* as an alternative.

An expansion of distance education into traditional sectors which presently do not use distance modes was specifically listed by nine respondents.

> . . . reconcile into a unified whole . . . spread the word on developing flexible approaches in formal and non formal courses . . . development of public relations for wider acceptance of [distance education] . . . political action to break down the ivory towers of formal institutions.

Inter-institutional collaboration and cooperation was a specific concern for ten respondents, and between them they noted accreditation, research, courses and programmes, and design and implementation as issues. Several respondents explained their concern with collaboration in terms of current resource and funding constraints.

International development as a broad goal was indicated in various references to developing countries and their needs for support from developed countries. Calls for practical assistance were made. One respondent suggested the establishment of sister/brother pairing of institutions—rather like the concept of sister or twin cities. Others were less specific:

> Reduce the gap . . . provide support (technological and advisory) . . . something which distance education is well suited to [do] . . . social equity—there is a real danger that technology, delivery systems will further widen gaps between haves and have-nots.

One respondent referred to the need to educate governments, especially in Africa, to recognise the role [that] distance education can play, and another said that distance education should be managed [so that] it "provides degree-oriented education . . . and functional literacy". The same respondent listed as a second issue the need for the ICDE to "refine the tools of distance education in the [developing] societies in particular".

Theme 3: Growth

The concept (and goal) of growth is implied in the first two themes, but it is worth distinction here for two significant dimensions—access and resource provision. Eighteen respondents listed increased access generally as an issue, and several referred specifically to gender and socio-economic status issues—e.g.

> Women and increased access . . . do we simply respond to the needs of the ruling section of a society, or aim . . . to the more disadvantaged groups?

Specific kinds of education—informal, basic, vocational, primary and continuing education were identified by seven respondents. Increased access in developing countries was a concern for fifteen people. Four other responses related to administrative concerns:

> Making sure that open door policies are not allowed to become revolving door policies . . . [adapting] existing traditional institutions to [improve] access . . . [keeping] a balance between traditional and non-traditional approaches to access . . . and how to use technologies to help access.

One respondent called for a redefinition of education in terms of its openness of access, and several mentioned the need for greater attention to the pre-adult age group getting elementary and secondary school level education).

Not surprisingly, the improvement of existing resources—both qualitative and quantitative—emerged as a key issue for many respondents. The problem of balancing course expansion demands with those of resource constraints was implied or stated in several responses: eg.

> A realistic assessment of where the resources will come from for broadening [access to d.e.] . . . resources—given government concentration on youth and school leavers.

Perhaps this statement says it all:

> The best means of producing the most of the shrinking global education dollar—this encompasses many issues—e.g., collaboration, centralized or decentralized system, credentialism vs open access.

Theme 4: Learner-Centredness

This theme emerged as a strong and central one: it related to both overt and covert statements about meeting the needs of learners. Implied references to learner needs were seen in statements calling for more flexible educational structures, and greater freedoms for educators to work more independently with learners in course selection.

Thirty issue statements alluded specifically to the needs and/or wants of learners. Individual learning styles; relevance of course studies to personal life; person-specific learning, not learning based on an average male view of the curriculum; negotiation of content and credentials to reflect needs of learners, i.e., "the world of study and the world of work"; the linking to work into learning, the appropriate use of hardware, matching teaching and learning styles, and the use of women's perspectives and experience of the world were each mentioned by several respondents. One respondent distinguished between a traditional curriculum and a functional one, in relation to the needs of learners at various stages of dependence and independence. Another wanted to have educators check their own assumptions about a learner's curriculum needs.

One respondent centred her/his two issues on the andragogy vs pedagogy debate, and called for research and practice that will develop a better understanding or appropriate methodologies.

Thirteen respondents were concerned about support services and skills for learners. The development of learning-how-to-learn skills, the use of counselling services, the attention given to the learner's socio-cultural environment, the extent of the help needed by underprivileged people and the ability of institutions to provide that specialist help, and a call for educators to check their own assumptions around support were issues of specific concern:

> We must get to students before they enrol so that we help them choose the most appropriate education for their needs . . . include skills and resource identification and development and reduce emphasis on content.

One respondent's issue statement provides an excellent but challenging conclusion:

> Moving distance education (philosophy, if you will) out of the province of administrators, who adopt an expedient, cost-efficient, institution-based view, to a point of view which is student-centred and is dominated by theories of learning.

Theme 5: Flexibility

It was hardly surprising that this theme became obvious rather early in the analysis, given the conference theme, and the interrelationships between issues! Specifically, however, flexibility was reflected in statements relating to administrative issues, and in the design of learning.

Learning design issues were of specific concern to eleven respondents. Representative statements are:

> Let's make more of the flexibility we have . . . flexible designs for individual learning given by academic institutions which now seem to be more interested in comparing with traditional institutions than giving attention to the students' needs . . . how to make distance education *really* flexible without giving up the academic standard.

Many of the thirty-seven statements referring to the use of hardware were related to the concept of flexibility and appropriate use by learners:

> Develop a cost efficient, user-oriented strategy which avoids too much inherited wisom . . . the use of technology to create more individualized programs for students.

Administrative issues related to flexibility appeared to centre on institutional responses to market demands and to the work of faculty.

> The constraints of the demand that credit-granting institutions place on flexible modes of learning . . . flexibility in terms of providing demand-led courses quickly for lower numbers of students (as distinct from supply-led for larger numbers) . . . [are] flexible study patterns compatible with conventional tertiary education?

In the eleven statements referring to faculty activity, there were three major emphases:

> Attracting faculty into d.e. work, reducing their workloads, providing training . . . innovations in facilitating learning/teaching at a distance [should] antagonism to d.e. . . . reduce [their] unproductive workload (i.e., paperwork).

Theme 6: Assessment

This theme was reflected most in statments relating to hardware. Some of the factors relating to hardware have already been mentioned, but it is worth adding emphasis to the concerns about educators being technology-driven. Three representative statements:

> The optimum use of technology, and [not being] slaves to new innovations . . . not allowing the technologists to run away with education for too often there is a deplorable lack of [underlying justification] . . . high tech, one-way delivery systems have the power and potential to serve the interests of the power elite.

The assessment of success in learning was listed by several respondents as an issue. One called for a critical assessment of the validity of examination as the end-point in a course or programme, another called for broader and more sophisticated understandings of multi-dimensional cultural contexts to support broader assessments of success. The smallest statement of all is the biggest in implication: "increase success rates".

A final dimension of the assessment theme relates to a more public process – the general acceptability of distance mode qualifications. Seven respondents referred to legitimisation:

> Final acceptance . . . as *at least* the equals of the traditional deliverers . . . not a second best choice . . . and . . . a viable alternative.

Summary

Some of the issues statements we regard as familiar, others have been states in ways which may both unfreeze some of our present mind sets and encourage us to innovate still further. What struck me during this analysis was a certain liberalization of attitudes and increased questioning of our philosophies and practice. The expected development of this "critical knowing" about ourselves will be a development in sophistication.

While no statistically significant numbers of issues emerged, what is of particular interest in this exercise is the emphasis on integration and on the learner's perspective. If this emphasis reflects our own needs for informal intellectual explorations and interdependence with other educators, we have indeed reached a certain maturity and confidence.

. . .

Note: Readers interested in seeing the short presentations given in the first section of the Plenary should contact the presenters:

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Greetings from Unesco

The following message was received from the Director-General of UNESCO, Mr. Amadou-Mahtar M'Bow:

> "On behalf of UNESCO I send my warmest greetings to all of the participants of the ICDE's Thirteenth World Conference in Melbourne. This important event with its theme of Distance Education: Flexible Designs for Learning constitutes an exceptional occasion for educators to meet and exchange their experiences and ideas at an international level. Long range objectives and activities of your Council are of great interest to UNESCO in its own efforts in distance education throughout the world. I therefore wish you every success in your deliberation and look forward to continuing collaboration and co-operation between the ICDE and UNESCO in the future."

WIN's Dinner: great fun, 50 delegates and many late stayers caught to be photographed

Former President and now an honorary member of the ICDE, Bakhshish Singh (India) and P.D. Gunatilake (Sri Lanka) co-chair the Sub-Continent regional session.

Sharifah Alsagoff (Malaysia), Zhou Jain-Shu (China), Takashi Sakamoto (Japan) and Wichit Srisa-an (Thailand) make a truly international quartet at the Asia regional session.

Report from the regions

The Conference began with an 'icebreaker' session in which delegates from broad geographical regions of the world assembled in self-contained groups to get to know one another, review developments in distance education in their regions and explore ways of sharing experiences between world conferences.

Brief reports of these meetings were submitted by the following groups: Australia/PNG, the South Pacific, Asia, the Asian Sub-Continent, Africa, the Americas and Europe.

Australia and Papua New Guinea

Chairs: Vernon White and Patrick Guiton,
Australia
Gurcharan Kaeley, Papua New Guinea

Australia

There were some three hundred Australian delegates at the conference. Australia is a large country. Over fifty percent of the population of fifteen million live in a relatively few large cities with the remainder scattered over vast distances. Because of the vast area distance education began soon after the turn of the century and was particularly significant in primary and secondary education. However, in the nineteen sixties and seventies tertiary level distance teaching expanded rapidly, partially at least because of the realisation that many people in the cities either prefer this mode of learning, or find it a more convenient method.

Australia has developed a diverse system of distance teaching. In the primary and secondary areas and in technical and further education, each of the states has a fairly autonomous system. In tertiary education there are some thirty institutions teaching credit and non-credit courses at a distance. All are mixed mode.

It is generally accepted that the large number of providers could co-operate more efficiently in some aspects of distance teaching to produce a more cost effective system. The Commonwealth Government has established a standing committee on distance education, and the three sectors, (technical and further education, colleges of advanced education and universities) are working to improve collaboration, initially within each sector.

While Australian distance educators are working towards more co-operative activity within their own country, they also accept that there is scope for international co-operation. In this regard they look to the ICDE for some direction in how best to channel their expertise and energies.

Papua New Guinea

A small contingent of delegates from Papua New Guinea (PNG) attended the conference.

PNG consists of a main island, several other sizeable islands and a number of outlying atolls. The population is just over three million. The mountainous nature of the mainland island and the spread of the outer islands and atolls make communication and contact difficult. Because of these factors a strong case can be made for the development of distance education.

PNG is a land of extremes. On one hand there is a well developed modern technological sector encompassing twenty percent of the people. However, the remaining eighty percent depend mainly on subsistence farming. Formal education in PNG has a short history. The high school system has largely been developed since the early nineteen sixties, but correspondence teaching had begun prior to this.

The College of External Studies began in 1959. The purpose of the college is to provide a continuing system of education alternative to that of the formal school system for those who are unable to pursue the latter. At present the college has over 10,000 secondary school students.

The Department of Extension Studies at the University of Papua New Guinea has offered degree level credit course and matriculation studies since 1976. A further development came with the setting up of provincial university centres.

Although its impact has been somewhat limited, distance education in PNG has been able to help remove disparities in educational opportunities. Nevertheless, the delivery systems have still some way to go before they come up to the standards of the developed countries. PNG looks to the ICDE to provide assistance in its future development.

South Pacific

Chairs: Don Bewley, New Zealand
Marjorie Crocombe, Fiji

Approximately 23 participants attended, about half of whom came from New Zealand and the remainder from Fiji (some representing the 11 states of University of South Pacific's membership), Tonga, the Marshall Islands and Papua New Guinea (participants who had preferred this smaller meeting to the much larger Australian group). The group was multilevel, representing schools, ministries and other non-tertiary institutions, as well as universities and polytechnics and represented consumers (students and school parents) as well as providers. Nevertheless, there was concern that ICDE is 'high-education' and 'provider' dominated and that among the 'providers' more subject teachers should be attracted.

Recent developments include the emphasis at NZ Technical Correspondence Institute on a staff training programme, the report of which prompted our statement that staff training and development is the foremost issue among all of us, at whatever level of distance education engages us. Discussion considered appropriate staff training and whether emphasis should be given to instructional materials design, developing skills of interpersonal communication with students or the development of a clearer professional role of 'distance educator' among the range of other professional roles of academics.

One negative development, the cessation of the ATS I ('Peacesat') satellite, a major resource of USP, prompted hopes (and the possibility of pressure groups activity) for its replacement either by AUSSAT extending its range and service, or by another NASA Satellite. A resolution on the former was subsequently accepted by ASPESA. Some members are to participate in Peacesat consortium discussion.

Interest was expressed in other technologies, especially interactive technologies and in improving the public image of distance education as well as its cost effectiveness. The group's main hope for ICDE is that is will maintain its interest in small countries and in multilevel and school based distance education.

Asia

Chairs: Takashi Sakamoto, Japan
Wichit Srisa-an, Thailand
Zhou Jian-Shu, China

Summary: Sharifah Alsagoff, Malaysia

Delegate Representation: China 3
Hong Kong 1
Indonesia 3
Japan 3
Malaysia 12
Philippines 3
Singapore 1
South Korea 2
Thailand 7
United Arab Emirates 1
Representative of UNESCO Regional Office 1

Major Developments

China

China presently undertakes the education of more than 1.2 million students in distance education mainly by television broadcast transmission system. Students graduating from these programs are considered of equal qualification compared to non-distance education students.

Hong Kong

The University of East Asia has been forging ahead in the development of various programs. The Polytechnic is also developing its first distance education courses although there is no intake as yet.

Japan

Japan saw the establishment of its University of the Air in 1983. Two years later teaching began. One hundred and five subject courses were delivered mainly via television and radio and to a lesser extent via the print modes and its accompanying study centres. Presently there are about 8,000 degree students working towards their BA while 9,000 others are enrolled in credit courses which could be accumulated towards a degree. Japan is also developing an optical fibre transmitting system to network between campuses.

Malaysia

Presently only Universiti Sains Malaysia in Penang has programs leading to a degree in distance education. Currently the course design and programs at Universiti Sains Malaysia are undergoing major changes in response to the specific requirements of distance education and courses are being developed in module form. The University of Malaya in Kuala Lumpur now also offers non-degree programs.

Philippines

The Asian Institute of Distance Education is very much involved with distance education and offers the BA degree in its undergraduate program. Other non-degree programs are also offered through radio broadcast. The University of the Philippines is now planning to offer courses in 1986 for science teachers. No degree programs are yet planned.

South Korea

The Korea Air and Correspondence University was founded in 1972. It has now 153,000 students who are all enrolled in degree programs.

Indonesia

The Open University in Indonesia was started two years ago with about 60,000 student enrolments and with about 100,000 students now enrolled it is felt that the Open University mode of distance education delivery is becoming more accepted by Indonesian students. Other distance education institutions are privately operated, with an annual student enrolment of approximately 5,000 in specific institutions.

Singapore

For the past 35 years, Stanford College has provided home study courses for 15,000 students from Singapore, Malaysia and the neighbouring areas. Courses presently offered are mainly in the business management areas and do not lead to a degree. The future direction of Stanford College will be to collaborate with the USA in the provision of degree programs externally.

United Arab Emirates

At this stage distance education has not been introduced to the United Arab Emirates.

Regional Organisation and ICDE

DECASIA or Distance Education Council for Asia was mooted in Malaysia several years ago. Subsequently its constitution was drafted in Vancouver. The officers involved met again in Hong Kong during which time Thailand was requested to host a conference to be held in January or February 1986.

The Asian Sub-Continental Region (Bangladesh, Maldives, India, Nepal, Pakistan, Sri Lanka)

Chairs: Bakhshish Singh, India
P. D. Gunatilake, Sri Lanka

Delegate Representation:
Arab Gulf States 1*
Bangladesh 3
Burma 2*
India 20
Nepal 1
Pakistan 3
Sri Lanka 2

*The delegates from Arab Gulf States and Burma joined the Asian Sub-continental region during the ice-breaker session.

Institutional Offering Level:
Tertiary/University/Degree 5
Secondary School 2.

Major Developments

Arab Gulf States

Several steps have been taken towards the establishment of an "Open University" type of institution to provide additional opportunities for continuing and higher education.

Bangladesh

Bangladesh Institute of Distance Education which was established this year has enrolled approximately 3,000 students for the B.Ed. program.

Burma

The Institute of Education has commenced a distance education training program for approximately 9,000 primary school teachers.

India

Andrapradesh Open University in Hyderabad, India, commenced operations two years ago and a bill to establish a National Open University to be named Indira Gandhi National Open University is expected to be passed in the Indian Parliament. 28 universities have distance education programs for college/university level courses.

Nepal

Primary School Teacher training through distance education has commenced.

Pakistan

Allama Iqbal University, Islamabad, Pakistan, offers 82 courses of study and the number of tutors on roll has now exceeded 1,600 with over 80,000 students reading courses in the areas of teacher general and functional education. Arrangements have been made to present Bachelor's Degree courses in Business Administration, Commerce, Mass Communication and Humanities.

Sri Lanka

Programs of study leading to the Bachelor of Science of Engineering (B.ScEng) Degree of Water Resources, Energy, Transportation and Computer Science, Bachelor of Law (LL.B) Degree and the Post-graduate Diploma in Textile Technology have been presented by the Open University of Sri Lanka. The University has also enrolled students in its Higher Degree Program to read for the Master of Philosophy (M.Phil) Degree by research.

The Challenges Ahead

- Provision of adequate facilities for staff training, evaluation and research in distance education.
- Removal of resource constraints in the use of Communication Technology for study at a distance.

Hopes for ICDE

The delegates hope that ICDE will have the determination and the strength to use its good offices to establish a Documentation Centre in the Asian region, and support Research programs and workshops/seminars, etc.

Africa

Chairs: Ben Gitau, Kenya
Lara Euler-Ajayi, Nigeria
Irenei Mbenna, Tanzania

It was observed that within the African Continent there has been a significant trend over the last decade of an increased demand in the use of Distance Education for development of human resources.

There was a need also to integrate distance education with other forms of educational delivery systems in Africa. Furthermore, co-operation and collaboration amongst distance education practitioners in Africa needed to be emphasised, especially in the exchange and dissemination of information at all levels within and between member countries.

The delegates resolved that ICDE and its affiliates be requested to continue their support to AADE and increase their financial contribution so that the above goals can be tackled effectively in the spirit of resolution No. 15 of the ICDE 1982.

The Americas

Chairs Shannon Timmers, Canada
Andrew Joseph, Argentina

Diversity was the hallmark of the Americas contingent which attended the 13th World Conference of the ICDE and which drew representation from traditional universities and colleges, mixed mode institutions, three major Canadian open learning institutions, two educational television broadcasting authorities, technical institutes, professional association educators, and a host of smaller innovative distance education programs. From the region which encompasses the Latin-speaking countries of South and Central America, the Caribbean, Continental USA, Alaska, and Canada, three major language groups were represented: Spanish, French and English.

The 45 delegates at this regional meeting represented some 150,000 internal and 115,000 distance education students. Given the diversity of such a group, it was impossible to define all significant recent developments; however, several important ones emerged. In Venezuela, the Universidad Nacional Abierta has gained acceptance and, indeed, flourishes. The University of the West Indies is experimenting with a satellite-based system of distance education linking Caribbean Island countries. In North America, consortium building among distance education operations is growing, as evidenced by the success of the International Universities Consortium, the British Columbia Open Universities Consortium and others.

Finally, North American development agencies and other granting bodies are taking a more active interest in distance education, thus facilitating the transfer of experience and technology between developed and developing countries.

It is perhaps not surprising that two of the bids for hosting the 14th World Conference of the ICDE have emerged from the Americas – one from the United States, the other from Argentina. These bids reflect both the diversity and intensity of distance education activity in our region. The regional representatives discussed the central role played by ICDE World Conferences in energizing participation in distance education, and noted the importance of such participation in developing countries.

Although the Americas delegation is a diverse group, the key word expressed by speakers was "sharing". Delegates identified the ultility of sharing experiences, tools and techniques, and distance education courseware. Where advanced technology is available, they are experiencing a multitude of useful inter-institutional relationships. The delegates also noted, however, that modern technology has the power to isolate further those distance educators who lack the resources for acquiring new communications and computer technologies.

Delegates from the Americas expressed their appreciation to the hosts of the 13th World Conference of the ICDE. This forum provides the opportunity to discuss our new developments and technical innovations, to express our aspirations and to discover others who seek similar answers to our common problems. In this light, delegates from the Americas support the idea that the ICDE World Conference continue to promote interpersonal exchange at a more interactive and deeper level of discussion amongst special interest groups or practitioners with common interests.

Europe

Chairs: Manfred Delling (West Germany)
David Sewart (U.K.)
Birgitta Willen (Sweden)

The two European associations of distance education institutions who had given up their original confrontation tactics years ago and had already organized several joint workshops agreed in Spring 1985 to join forces in one new association, the 'Association of European Correspondence Schools' (AECS). Encouraging as this development might be, one must note that the members of this Association come mainly from the private sector and state institutions of the European countries, particularly at university level, are rather reserved towards the association.

In West Germany where the 'Fernuniversitaet' and the DIFF (German Institute for Distance Studies) are situated there is a gulf not only between private institutions and public institutions and public institutions but also between institutions at university level and institutions at secondary level. Only occasionally do individuals or the symposia of the BRIEF (an association for the promotion of research into distance education) succeed in bridging this gap. Nor are there any contacts between students of the 'Fernuniversitaet' and participants of secondary-level distance study courses. Whether the attempt to integrate all distance students in the 'Deutscher Studienkreis' (German Association of Distance Students, founded 1961) will succeed is not yet certain – up to now its members have been recruited only from participants in private distance study courses.

Universities and state authorities in West Germany are as sceptical of distance study as ever, for a number of reasons. A diffuse fear of the supposed 'competition' is certainly one of the reasons why the universities show so much reserve. Research results which show that distance students represent a different social grouping from on-campus-students are not yet been sufficiently well-known.

Research into Distance Education in West Germany is undertaken mainly by the ZIFF (Central Institute for Research into Distance Education, Fernuniversitaet, Director: Boerje Holmberg), by the DIFF (German Institute for Distance Studies, an institution of a public-sponsored foundation, Director: Karlheinz Rebel) and by the Department of Distance Education of the BIBB (Federal Institute for Vocational Training, Head of the Department: Christoph Ehmann) and a few private researchers.

In the past few years the number of distance students at all levels has increased.

Maureen Smith,
Chair,
International Committee

Report of the ICDE Research Committee 1982-1985.

The plenary session of the conference on Wednesday 14 August from 1600 to 1730 hours was given over to the ICDE's research commitee report for 1982-1985.

The committee comprised: J. Ansere (Ghana), A. Bates (UK), A. Gupta (India), B. Holmberg (FRG), H. Markowitz (USA), A. Morgan (UK), J. Palavicini (Mexico), D. Shale (Canada), J. Taylor (Australia), B. Willen (Sweden).

The work of the committee was in three areas:
(a) Monitoring and support for research in distance education
(b) ICDE research grants
(c) International research project

Monitoring and Support for Research in Distance Education

The Vice-President of ICDE, John Baath of Sweden, states in the executive report distributed to the membership before the Conference:

> When I started my research on distance education 12 years ago, there was already a considerable literature on this subject, accumulated since the latter part of the previous century. However, the reasonably essential contributions to this literature were hardly overwhelmingly numerous—they could be surveyed. Today the situation is radically changed. There has been something like an explosion of writings on distance education during the last few years.

This explosion was a characteristic of the period of life of the committee and what follows seeks to give the membership some guidelines to it.

(i) **New accessions listing.** A most important tool for monitoring research in distance education is the *New accessions list* published biannually by Keith Harry from the United Nations University International Centre for Distance Learning at Milton Keynes. This lists publications of all kinds and in all languages and is indispensable for those who wish to keep up with contemporary research in distance education.

(ii) **Computerised databases** The computerised databases now carry large amounts of material on distance education. In 1983 I was successful in getting the ERIC system to accept 'Distance education' as a major descriptor and a search on this descriptor in the week before the Conference (August 1985) yielded 167 titles. A similar AUSINET search on the same day produced 136 titles.

The main databases accessible from Australia are listed below and similar services are available from many countries:

For journal articles:
AEI (Australian Education Index), 1978—;
ERIC (Educational Resources Information Centre), 1966—;
British Education Index, 1976—;
EUDISED (European Documentation and Information System for Education), 1975—;

For monographs (i.e. books):
ANB (Australian National Bibliographic Database) including Australian material), 1972—
Library of Congress (US material), 1968—
British Nat. Bibl. (UK material), 1971—
Canmarc (Canadian material), 1971—
USGPO US (Government) material, 1976—
NZNB (New Zealand material), 1982—

for theses
Australian Education Index
Dissertation Abstracts Online

(iii) **Journals** Four journals are dedicated to distance education:

Distance Education edited from Adelaide for ASPESA

Open Learning formerly *Teaching at a Distance* edited by D. Grugeon from Milton Keynes

Epistolodidaktika edited by L. Mosley from London

ICDE Bulletin (the journal of this association) edited by D. Sewart from Manchester.

In addition most of the major education journals like International Journal of Education, British Journal of Educational Technology, Programmed Learning and Educational Technology, Higher Education, Media in Education and Development, Educational Broadcasting International now regularly carry articles specifically on distance education. At the conference Rudolf Manfred Delling distributed a listing of 110 distance education journals and newsletters.

(iv) **Overview.** Not only was Baath correct in underlining the explosion of research in this field—in the period under review there is a new cohesion. The acceptance of the term 'distance education' by this association at its last conference in Vancouver has clearly been beneficial. Energies that were previously dispersed down terminological cul-de-sacs have now been unified as research on distance education.

Much of the important research on distance education in the 1960s was in German and in the 1970s in English but by the mid 1980s there is considerable work in Spanish, German and other languages in addition to the explosion in English. An analysis of the bibliographies provided by Harry shows that for recent years 25% of titles are in Spanish, 12% in German and there are even titles from the socialistic republics of central and eastern Europe. These percentages are high for an English-based bibliography and it is unfortunate that this richness is not reflected in the attendance at this conference.

ICDE Research Grants

When the Committee was established in the early months of 1983 the President allocated to it $15000 for research grants. A structure for accepting and evaluating proposals, with a member of the committee as chairperson, was set up for each of the six continents: Africa, Asia, Europe, North America and South America. Applications were called for by 31 December 1983.

During the early months of 1983 the applications received were evaluated by the continent panels and the recommendations of these panels were forwarded to Torstein Rekkedal in Norway. He evaluated the panel recommendations one against the other and recommended funding levels for each project. On his recommendations it was decided to award grants to four projects from India and one each to Argentina, Canada, Costa Rica, Kenya, New Zealand and a joint one from Australia and New Zealand.

On the announcement of the grants the ICDE Treasurer forwarded 66% of grant monies to all grantees. All project leaders were required to make an interim report to Torstein Rekkedal in Norway by 31 December 1984. All ten did so. Over the last two months (June-July 1985) the completed projects have been arriving from around the world and authorisation for the payment of the remaining 34% of the grants has been made.

Projects presented at the conference

B.K. Gitau (Kenya) described his project 'Achievement motivation in distance education'.

T.E. Raynor (Canada) presented his project 'Identification of potential distance learning drop-outs'.

M. Williams and J. Williams (New Zealand) spoke on their project 'The evolution and function of a student-operated support network for distance students'.

M. Parer (Australia) presented the cross-institutional project 'Institutional support and rewards for academic staff teaching external studies' on behalf of his fellow researchers, B. Shaw (New Zealand), B. King (Australia) and S. Croker (Australia).

Projects not presented at the conference because the researcher(s) was unable to attend

I. Kahn (India) 'Survey of drop-outs in the distance education system of India'.

N. Chander, S. Kevin and P. Sudhakaran (India) 'Drop-outs from distance education—a case study'.

R. Asher and A. Oak (India) 'An investigation in the study habits of adult learners of open university programmes of SNDT University and the study of impact of guidance on their study habits.'

G. Orsucci (Argentina) 'The attitude of university professors toward distance education in Argentina'.

Projects not completed by the conference

G. Zelaya Goodman (Costa Rica) 'Projecto de investigacion de tutoria telefonica'

K. Sharma (India) 'Developing a feed-back system in distance education'.

International Research Project

In the absence of the project leader J. Taylor (Australia) his colleague, V. White, presented the International Research Project to the conference: 'Student persistence in distance education: a cross-cultural multi-institutional perspective'.

Conclusion

The ICDE is exploring the possibility of publishing these projects in 1986.

Des Keegan
Chair

Program Report

The Program of the 13th World Conference of ICDE was characterised by its breadth and its complexity.

Some 213 papers were represented in 67 parallel sessions, divided into 5 major sub-themes and 19 interest groups. Because the Conference Committee, and the Program Committee, were committed to allowing as much flexibility in the program as possible, and were encouraging of innovative presentation methods, organisation of the program can be likened to holding a tiger by the tail.

Superimposed on this complex program was the feature sessions, under the guidance of Kevin Smith. These were offered nearly every day of the Conference, and are covered elsewhere in this Conference Report.

The Program was organised into the five sub-themes and the various interest groups as follows:

Sub-themes	The Learners The Social Context The Disciplines The Learning Resources The Organisation
Interest Groups	Libraries in Distance Education New Institutions New Technologies Instructional Design Distance Education and Developing Societies Research Schools Technical Education Women's International Network Disabled Students Private Proprietary Colleges Counselling Study Centres Continuing Education Professional Development Teaching History Teaching English as a Second Language Teaching Business Studies Teaching Mathematics.

These Interest Groups were a new venture in ICDE Conferences, having been suggested at the 12th World Conference in Vancouver. Each Interest Group had a convenor and, depending upon the size of the Group, and the style of its convenor, they operated quite differently. Some Interest Groups were almost indistinguishable from the Sub-Theme Parallel Sessions, in that they had a series of papers to be presented on their specialised forms. Other Interest Groups operated as discussions groups with members sharing experiences from different parts of the globe. Finally, there were some Interest Groups which used their time to draw up a program of future action and to seek commitment from members to carry out these actions.

The Sub-theme Parallel Sessions Program was organised by placing presentations with common themes together, into a theme-related parallel session. The Program Committee would be first to admit that we were not always successful in that endeavour and we sometimes got the mix incorrect. However, it is not unfair to claim that the enterprise was a generally successful one and most presenters found they had compatible co-presenters.

This Program Report lists below the titles of the Parallel Sessions under each Sub-theme.

Before going to that list, though, this Report would not be complete if if did not express gratitude to all presenters for their sustained efforts, and to the many sessions managers who laboured tirelessly during the Conference to contact presenters and organise the sessions. Some of those people deserve medals rather than mere thanks. Additionally, thanks are due to the many session chairpersons who ensured that things ran smoothly during the parallel sessions. Thanks are due in large quantity to the Interest Group convenors who thought so well and planned so well before the Conference, and who worked so hard during it. Finally, I would like to express my own heartfelt gratitude to all those people who, from time to time, detected that the tiger I had by the tail during the Conference was in grave danger of getting loose. Many people stepped in to assist me often; others, just in passing, lent a hand as they went by the struggling tiger tamer. Thank you all.

Peter Smith
Chair
Program Committee

Parallel Sessions Titles with Sub-Themes

Sub-theme 1: The Learners

Convenors: Beatrice Hamilton
Maureen Smith
Peter Smith

Learning Skills and Strategies
Student Counselling and Orientation
Client Specialised Support Techniques
Computer Assisted Guidance and Testing of Students
Learning Styles and Conditions 1
Learning Styles and Conditions 2
The Learner's View
Tele-teaching
Support Systems for Children
Student Characteristics—Who uses Support Systems?
Widening Horizons of Student Support

Sub-theme: The Social Context

Convenor: Dave Meacham

Adult Education
Continuing Education
Distance Education and Rural Communities
Distance Education and Developing Countries
Disadvantaged Groups 1
Disadvantaged Groups 2
Distance Education and Disadvantaged Children
Overcoming Social Disadvantage
Social and Cultural Disadvantage
Case Studies of the Cultural Context 1
Case Studies of the Cultural Context 2

Sub-theme 3: The Disciplines

Convenors: Peter Smith
Donald Bewley

Background Theoretical Issues
Humanities 1
Humanities 2
Theory of Distance Education 1
Theory of Distance Education 2
Professional Development by Distance Education
Teaching Science and Technology
Teaching and Counselling
Mathematics and Science
Curriculum Organisation
Nursing Education
Literacy
Educational Technology
Agriculture
Business

Sub-theme 4: The Learning Resources

Convenor: James Taylor

Invited Speakers
Technology and Distance Education
Computers and Distance Education
Issues in Distance Education
Staff Development
Media and Distance Education
Teaching Methodologies: School Learners
Television and Distance Education
Teaching Methodologies: Science Teaching
Teaching Methodologies: Individualised Learning
Instructional Design and Evaluation
Distance Education Resources in Developing Countries
Instructional Design 1
Instructional Design 2
Instructional Design 3
Teleconferencing

Sub theme 5: The Organsiations

Convenors: Patrick Guiton
Paul Northcott

Planning: Processes and Products
Planning: Programs and Priorities
Planning: Promise and Performance
Planning Workshop: The Viable System Model
Case Studies in Organisational Innovation
Organisational Structures: The Dual Mode Institution
Organisational Structures: The Learners and the Systems
Planning Models
Collaboration: A National and A Regional Perspective
Collaboration: Linking Institutions
Collaboration: Course Sharing at a Distance

First Business Meeting

Wednesday, 14 August 1985—11.00 a.m. LaTrobe University, Melbourne, Australia

1. Call to Order

After welcoming delegates to the first business meeting of the ICDE at its Thirteenth World Conference, Dr. John Daniel, President of the Council, called the meeting to order.

2. Minutes of the Business Meetings of the Twelfth World Conference

It was moved by Paul Dahan and seconded by Jack Foks that the minutes of the business meetings held on June 9, 1982 and June 14, 1982 at The University of British Columbia, Vancouver, Canada be adopted as published.

3. President's Report and Remarks

Dr. Daniel drew attention to the Report of the Executive Committee to the Membership, published in June 1985 and distributed to the membership by mail and through the Conference Registration Office. (Extracts from this Report are appended to these minutes.)

Prior to making comments about the President's sections of the Report, Dr. Daniel expressed his regret that Past-President Charles Wedemeyer was not able to attend the Conference due to illness and wished Dr. Wedemeyer a speedy recovery.

He expressed regrets on behalf of Executive Committee members Janet Jenkins and John Baath who were unable to attend.

Dr. Daniel prefaced his report with a reference to one of the resolutions of the 1982 Vancouver Conference which called for "the resolutions approved at a world conference to be reviewed and reported on by the President at a subsequent world conference". He then proceeded to add supplementary comments to the Review of the Vancouver Policy Resolutions included in the published Report of the Executive Committee.

With respect to Secretariat functions, Dr. Daniel indicated that the decision to continue with a voluntary secretariat had proven to be a cost-effective one and that membership and treasury functions have been handled very well.

He noted that the ICDE Bulletin has given the Council greater prominence, has achieved a high standard right from the start and, under the skilled hand of David Sewart, has been one of the Council's most successful ventures.

In drawing attention to the work of the Information and Documentation Services Committee, Dr. Daniel noted that Lord Perry would report further on progress in the information exchange area and on the continuing need to improve the flow of information about distance education and the organization involved, around the world.

He noted the initiatives taken to promote and support journals in the field of distance education (Distance Education, Journal of Correspondence Education, and others) and the support given to the translation of articles to ensure a broad base of contribution and readership.

Dr. Daniel advocated an increased involvement with national and regional associations and continuing cooperation in sponsoring, supporting, organizing and attending meetings, conferences and workshops, particularly in developing countries. He urged the Council to give particular consideration to the special needs of Africa, noting that despite the attention given under the mandate of the Vancouver Conference resolution, the unmet needs remain enormous.

He indicated that a special report on the relationship between ICDE and UNESCO would be given by David Sewart later in the meeting.

Noting that the Council's network of Liason Officers extends to 20 countries. Dr. Daniel suggested that more be done with this concept and encouraged groups to propose liaison officers to the Council executive and interested individuals to make known their willingness to serve in this capacity.

After noting that the International Women's Network was founded but two years ago, has developed rapidly and is now widely admired throughout the world, Dr Daniel concluded with the following words:

We left the Vancouver Conference with a strong membership base which enabled us to improve our services to our membership and the broader communities that we serve. We are now part of an international network of distance educators and institutions operating at many levels. The achievements of a dedicated team form a strong foundation for the futher development of ICDE. My three years as president have been an enjoyable and fulfilling experience and I thank all members of ICDE for their cooperation and support.

4. Executive and Committee Reports

4.1 Conference Chair

Noting that the "official" welcome would be extended at the Opening Ceremony later in the day, Kevin Smith welcomed delegates and offered his hope that the program would offer rewarding experiences. He expressed appreciation to others involved in organizing the program, particularly to Peter Smith who, as Associate Chair, "carried the major workload".

Mr Smith acknowledged the problems being experienced with the micro-fiche format of the contributed papers for the conference, indicating that reader–printers would soon be operational and that he hoped that this would alleviate some of the problems.

In concluding his remarks, Mr Smith expressed his hope that the conference theme–flexible designs for learning–would be expressed in a practical way in the sessions most of which provided opportunity for participants to practice the innovative techniques that many of us advocate. He wished all delegates a successful and enjoyable conference.

4.2 Secretary–Treasurer

Making references to his published report, Barry Snowden provided an overview of the updates (distributed with the agenda for the meeting):

Mr Snowden indicated that, although the published membership report and the update provided with the agenda indicate the overall year–to–year growth and distribution of membership, these summaries do not disclose the full membership picture or the degree to which the Council has attracted new members, and has suffered an outflow or loss of members. He provided the following information in this regard.

Financial Performance–An Update

	*1982**	*1983**	*1984**	*1985***
Income:				
Conference Fees	110	420	0	225,000
Membership Fees				
–Individual	147	16,643	12,281	10,000
–Institutional		20,053	10,092	10,000
Publication Sales		2,084	500	1,000
Interest	314	6.421	3.613	8,800
Other Revenue		3,336	1,892	200
	571	48,957	28,378	255,000
Expenses:				
1982 Conference Expenses	2,749	9,323	0	0
1985 Conference Expenses		7,210	16,495	198,000
ICDE Bulletin		13,652	15,631	12,400
Grants to Regional Organizations		9,244	5,727	0
W, V & E Committee Expense		0	700	350
Workshops, Exchanges & Visits		1,845	2,800	5,150
Women's International Network		180	1,622	600
Information & Documentation Svcs.		0	76	300
Research Committee Expense		0	683	850
Research Grants		0	12,759	5,760
Distance Education Translations		266	235	400
Executive Travel–Regional Meetings	1,729	16,788	3,087	0
Executive Travel–General		4,289	776	6,100
Travel Support to Members		1,559	2,362	5,960
Executive Committee Meeting		0	12,045	200
General Administration-				
Salaries & Wages		2,813	549	200
Postage		296	284	2,800
Other Communications		14	0	50
Materials & Supplies	65	2,028	203	500
Printing Services		270	0	2,500
Fees & Honoraria		1,200	1,200	500
Bank Service Fees		17	47	50
Other Expenses	254	381	26	600
	4,798	71,377	77,308	243,270
Surplus or Deficit(–)	(4,226)	(22,420)	(48,930)	11,730
Current Assets at Year-End	130,796	106,646	57,716	69,446
Fixed Assets (at Cost)	11,304	13,034	13,034	13,034
Fixed Assets (Depreciated Value)		9,643	6,750	4,725

* Actual
** Estimates

Membership – An Update

Council Membership at 31 July 1985

Country	*Individ. Memb.*	*Institutional Members* *Cat 'A'*	*Cat 'B'*	*Library*	*Ind.&Rep. Members*
Argentina	17	1	1	–	26
Australia	111	3	3	4	138
Austria	1	–	–	–	1
Belgium	–	1	–	–	6
Canada	74	7	8	5	140
Chile	–	–	–	1	0
Colombia	1	–	–	–	1
Denmark	–	–	–	1	0
Dominican Republic	–	1	–	–	6
England	14	2	3	2	35
Fiji	3	–	1	–	6
Finland	2	–	–	2	2
France	2	1	–	–	8
Ghana	1	–	–	–	1
Hong Kong	2	1	1	–	11
India	9	7	2	2	57
Indonesia	1	–	–	1	1
Ireland	2	–	–	1	2
Israel	–	1	–	–	6
Italy	2	1	1	1	11
Japan	1	–	–	–	1
Kenya	1	–	–	–	1
Korea	4	1	–	–	10
Lebanon	1	–	–	–	1
Malawi	1	1	–	–	7
Mauritius	–	–	–	1	0
Mexico	1	–	–	–	1
New Guinea	1	–	–	–	1
New Zealand	11	3	–	–	29
Nigeria	6	1	2	–	18
Norway	4	3	–	–	22
Pakistan	1	–	1	–	4
Peoples Rep. of China	1	–	–	–	1
Peru	1	–	–	–	1
Portugal	–	–	1	1	3
Saudi Arabia	1	–	–	–	1
Scotland	2	–	1	–	5
Singapore	2	–	1	–	5
South Africa	1	–	1	–	4
Spain	3	1	–	–	9
Sri Lanka	–	1	–	–	6
Sweden	7	1	–	–	13
Switzerland	1	–	–	–	1
Thailand	–	1	–	–	6
The Netherlands	1	–	2	–	7
Turkey	–	–	1	–	3
U.S.A.	38	2	6	4	68
U.S.S.R.	1	–	–	–	1
Venezuela	–	1	–	–	6
West Germany	10	1	1	–	19
Yemen Arab Rep.	1	–	–	–	1
Zambia	3	1	–	–	9
Zimbabwe	3	1	–	1	9
Total Members	*350*	*45*	*37*	*27*	*731*

Membership Report – Supplementary Information

Country	*New Members 1983* *Indiv.*	*Instit.*	*New Members 1984* *Indiv.*	*Instit.*	*New Members 1985* *Indiv.*	*Instit.*
Argentina	10	–	11	–	5	–
Australia	16	6	70	6	34	2
Austria	–	–	–	–	–	–
Belgium	–	1	–	–	–	–
Canada	19	7	14	8	10	2
Chile	–	–	–	1	–	–
Colombia	1	–	1	–	–	–
Costa Rica	–	1	–			
Denmark	–	1	–	–	–	–
Dominican Republic	–	–	–	1	–	–
England	–	4	2	1	1	1
Fiji	2	1	2	–	2	–
Finland	1	1	–	–	–	1
France	–	–	–	–	1	–
Ghana	–	–	–	–	–	–
Hong Kong	–	1	3	1	–	–
India	2	2	3	4	1	–
Indonesia	–	1–	–	1	–	
Ireland	–	–	1	1	–	–
Israel	–	–	–	–	–	–
Italy	1	1	–	1	–	1
Japan	1	–	–	–	–	–
Kenya	–	–	–	1	–	–
Korea	1	1	3	–	–	–
Lebanon	–	–	–	–	–	–
Malawi	–	1	1	–	–	–
Mauritius	–	1	–	–	–	–
Mexico	1	–	–	–	–	–
New Guinea	1	–	2	–	–	–
New Zealand	4	1	1	1	6	1
Nigeria	1	1	2	3	1	–
Norway	–	1	1	–	1	1
Pakistan	–	1	1	–	–	–
Peoples Rep. of China	–	–	1	–	–	–
Peru	1–	–	–	–	–	
Portugal	–	1	–	1	–	–
Saudi Arabia	–	–	–	–	–	–
Scotland	1	1	–	–	–	–
Singapore	–	1	1	–	–	–
South Africa	1	–	–	1	–	–
Spain	1	1	–	–	–	–
Sri Lanka	–	1	–	–	–	–
Sweden	–	1	–	–	1	–
Switzerland	2	–	–	–	–	–
Thailand	–	1	–	–	–	–
The Netherlands	–	2	–	–	–	–
Turkey	–	–	–	–	–	–
U.S.A.	15	6	9	4	4	4
U.S.S.R.	1	–	1	–	–	–
Venezuela	–	–	–	1	–	–
West Germany	1	1	2	–	2	1
Yemen Arab Rep.	–	–	–	–	–	–
Zambia	–	–	3	–	–	–
Zimbabwe	1	1	–	–	–	1
Total Members	*85*	*51*	*135*	*36*	*70*	*15*

Note: For the purpose of this report, 'new' members are members who were not paid-up members in the previous year.

4.3 Editor: ICDE Bulletin

David Sewart reported that, since January of 1983, eight volumes of the Bulletin had been published and distributed to the membership, plus a special publication of papers selected from those presented at a September 1983 International Workshop on Counselling in Distance Education. He noted that Volume 9 was ready for production on his return to Manchester and that a brief report on the Conference would be included.

After drawing attention to the recommendations made in the Bulletin Editor's section of the published Executive Committee Report, Dr. Sewart expressed his appreciation for the advice, assistance and support given by his executive colleagues, for the support and contributions of the Open University, and for the steady flow of unsolicited contributions from members of the Council.

4.4 Chair: Workshops, Visits and Exchanges

Gisela Pravda provided an overview of the Committee's written report, expressed appreciation to members of the Workshops, Visits and Exchanges Committee, and to her executive colleagues. She noted that, since publication of the Executive Committee Report to the Membership, two additional grants had been provided bringing the total financial assistance awarded in the 1983-85 period to $7250.00 US. With respect to the future of the W.V. & E. program, continuation is recommended. Ms Pravda indicated that more work would be required to make the exchanges element of the program more effective.

Ms Pravda drew attention to a questionnaire being distributed by the Committee to obtain feedback and input from the membership and encouraged members to complete and return the questionnaire.

4.5 Chair: Research

Desmond Keegan reported on the 1983-85 program of the Research Committee, drawing attention to the processes by which research project applications were solicited and reviewed and grants awarded. He described the means by which progress had been monitored noting that a plenary session of the Conference later in the day would include reports from a number of the projects.

After describing the International Research Project being undertaken by the Committee and noting that thirteen institutions in nine countries are participating. Mr Keegan expressed appreciation to members of the Committee for their contributions to the research program over the 1983-85 period.

4.6 Chair: Womens' International Network

In describing the origin and beginnings of WIN, Liz Burge expressed appreciation to Susan D'Antoni, Audrey Campbell, John Daniel and others, and indicated that early efforts were concentrated on organizational structure and communication vehicles noting that five issues of a newsletter were published over a three-year period. She indicated that the Network's aims have included professional development for all members of ICDE, personal support for Network members and groups cohesion.

In describing needs and prospects for the future, Ms Burge made reference to the problems and issues addressed in the final paragraphs of the WIN section of the distributed Report of the Executive Committee.

5. Appointment of Committees

The recommendations of the Executive Committee for nominations to standing committees for the duration of the Conference were presented as follows:

5.1 Nominations and Elections Committee

P. Guiton, Chair	(Australia)
J. Phillips	(Australia)
G. Grimmett	(United Kingdom)
E. Saupe	(West Germany)
M. Haughey	(Canada)
E. Ljosa	(Norway)

The committee was elected by a show of hands. Since E. Saupe was not in attendance at the Conference, the Committee was empowered to replace this member.

5.2 Future Plans Committee

V. White, Chair	(Australia)
G. Pravda	(West Germany)
A. Campbell	(Canada)
D. Grugeon	(United Kingdom)
O. Dewal	(India)

Alternatives:

D. Meacham	(Australia)
A. Turnbull	(Canada)
B. Agboola	(Nigeria)
E. Prior	(Sweden)
T. Sakamoto	(Japan)

The committee was elected by a show of hands. It was reported that bids for the next world conference had been received from Argentina and the United States.

5.3 Resolutions Committee

D. Sewart, Chair	(United Kingdom)
B. Gitau	(Kenya)
T. Rekkedal	(Norway)
O. Tate	(New Zealand)
M. Smith	(Australia)
A. Hershfield	(U.S.A.)
B. Willen	(Sweden)
A. Joseph	(Argentina)
L. Burge	(Canada)
R. Datt	(India)

The committee was elected by a show of hands.

6. International Centre for Distance Learning

Lord Perry presented a report on the activities of the International Centre for Distance Learning, indicating that with support from the United Nations University, this organization had become the successor to the Open University's International Documentation Centre. He indicated that by the end of 1984, more than 400 institutions had provided information about their distance education operations and that this information was now available as a computer–supported database. Work has begun on a bibliographical database.

Lord Perry indicated that the future of the centre was likely to depend upon ICDE playing some part in its financial affairs.

7. ICDE and UNESCO

In reporting on the current status of relationships between ICDE and UNESCO, David Sewart indicated that after an exchange of correspondence early in 1985 and some initial delay, a meeting was scheduled at which discussion centred on the "Draft Program and Budget" for UNESCO for 1986–87 and those aspects of the program which might involve Distance Education. He noted that the current serious funding problems of UNESCO raise questions about all aspects of planned activities.

Dr Sewart indicated that the question of facilitating membership in ICDE for those from developing countries where currency exchange is a problem was also discussed and there is some hope for progress in this regard.

With respect to working linkages, he noted that the UNESCO Conference on Adult Education held in Paris earlier in 1985 had not involved Distance Education. He added that UNESCO's Bangkok office has been, from time to time, actively concerned with Distance Education projects, often involving individual members of ICDE.

The First Business Meeting adjourned at 12.30 p. m.

Barry L. Snowden
Secretary – Treasurer

Ben Gitau (Kenya), Barbara Matiru (Kenya) and Irenei Mbenna (Tanzania), chairs of the African regional session.

Second Business Meeting

Monday, 19 August 1985—4.00 p.m. LaTrobe University, Melbourne, Australia

1. Call to Order

President Daniel called the meeting to order at 4.05 p.m. and noted that the meeting would be expected to deal with a sizeable agenda in a relatively short time period. He asked members to bear in mind that the meeting's objective should be to give general guidance to the incoming Executive Committee.

2. Report from the Conference Manager

The Conference Manager, Jerry Grimwade, reported that total conference attendance was 792 with 53 percent of the registrants from Australia and the balance from 47 other countries. He indicated that the number of full-time delegates was 474 of whom 218 were Australian and noted that the 318 partial registrants were equivalent to an additional 84 full-time delegates.

President Daniel congratulated Mr Grimwade and his staff for organizing and running a most successful conference.

3. Affiliations

After drawing attention to the Council's policy with respect to affiliation with national and regional distance education organizations, Dr Daniel reported that the Executive Committee had approved affiliation arrangements with the Distance Education Association of New Zealand (DEANZ), the Independent and Distance Educators of Alaska (IDEA), and the African Association for Distance Education (AADE). He noted that, in addition, encouragement was being given to the DECASIA group to become more active.

4. Honorary Membership

The President recited the provisions of the Constitution regarding the granting of honorary membership and announced that the Executive Committee was pleased to recommend that Audrey Campbell (Canada), Börje Holmberg (West Germany) and Past-President Bakhshish Singh (India) be awarded this honour. The recommendation was approved by a show of hands.

Dr Daniel presented Professor Holmberg and Professor Singh with gifts in recognition of their service to the Council and indicated that he would ensure that a personal presentation is made to Ms Campbell who was unable to attend the Conference.

5. Report of the Resolutions Committee

On behalf of the Resolutions Committee, David Sewart (Chair), reported that more than 50 resolutions had been proposed by the membership since the first business meeting. He indicated that the Resolutions Committee had discussed all resolutions, combining many and organizing the results into a format suitable for presentation to the meeting. After expressing appreciation to the membership for their effort and concern, Dr. Sewart presented the following resolutions for consideration:

5.1 Resolution relating to World Conferences

Be it resolved:

1. That steps be taken to choose the venue of a world conference well before the preceding world conference.

2. That planning be directed at holding future world conferences to ensure as much as possible an even distribution among the continents.

3. That the Executive Committee initiate timely discussions with members in these regions in order to increase the lead time for planning.

4. That the Executive Committee seek funds to help defray the travel and conference expenses of delegates from developing countries, from minority groups and for others who they deem to be disadvantaged.

5. That the next conference committee be asked to review the procedures for the acquisition and publication of conference papers.

Carried by show of hands.

5.2 Resolution relating to Students

Be it resolved that students with disabilities should have similar opportunities as the rest of the population to gain access to distance education.

Carried by show of hands.

5.3 Resolution relating to Publications

Be it resolved that ICDE re-affirm its policy of using non-sexist language in all official publications.

Carried by show of hands.

5.4 Resolutions relating to Constitution

Be it resolved

1. That a process of constitutional revision be initiated through the establishment, by the President, of a working group representative of the membership, to review the constitution and to make recommendations for revisions, paying particular attention to:

   – the composition of the Executive Committee
   – voting and election procedures

2. That the outgoing Secretary – Treasurer continue to perform the duties of this office until the end of the accounting period in which the World Conference is held or until such time as is mutually determined between the Secretary – Treasurer and the Executive Committee.

Carried unanimously.

5.5 Resolutions relating to the Bulletin

1. That ICDE continue to publish a Bulletin along the lines of the present publication and fund this activity so as to maintain a focus of ICDE activities for its members.

2. That the Executive Committee explore the feasibility of providing abstracts of Bulletin articles in languages other than English.

Carried unanimously.

5.6 Resolutions relating to Priorities

Be it resolved:

1. That the Executive Committee facilitate the continuing activity of the Research Committee, giving attention to:

   - support and encouragement of researchers in distance education
   - publication of reports arising out of sponsored research
   - a focus of attention on the problems of distance education in developing countries
   - a formal inquiry into the status and conditions of women learners and educators in distance education
2. That the Executive Committee facilitate, through designated convenors, interest groups in specific areas, such as the following:

   - Disabled students
   - Music
   - Educational technology in distance education
   - Distance education at the primary and secondary level
   - Bibliographical data bases

And that the Council promote, through these interest groups, the dissemination of information on new developments, contact between people and instititions, newsletters, etc.

3. That the Executive Committee undertake the following activities:

   - the promotion of regional meetings at which the Executive would be represented
   - the development of relationships with non-English speaking areas of the world and Eastern Europe
   - the promotion of regional newsletters
   - the re-establishment of links with the National Home Study Council (NHSC), the Association of European Correspondence Schools (AECS, formerly European Home Study Council and Council for Education by Correspondence) (EHSC/CEC), and similar organizations
   - the development of a network of regional representatives and the facilitation of the tasks of these representatives by the regular provision of membership information
   - the broadening of the membership base in terms of both private and public sector instructions.

4. That ICDE should encourage each of its regional organizations to explore the possibility of setting up a regional resource centre which would be a focus where members could study and compare distance learning materials from various sources.

5. That the Executive Committee promote the continued development of the International Centre for Distance Learning so as to make institutional/bibliographical data readily available throughout the world (as hard copy or in disk form) and support the Centre so as to ensure its continuing sponsorship by the United Nations University.

6. That the Executive Committee should facilitate the continuing activity and work of:

   - the Workshops, Visits and Exchanges Committee
   - the Women's International Network

Carried by show of hands.

5.7 Resolutions relating to Organization and Operations

Be it resolved:

1. That in establishing committees the Executive Committee should attempt to ensure enough turnover of the membership of each committee to maintain a reasonable degree of continuity with the introduction of new members.

2. That the Executive Committee give early consideration to the matter of program continuity, to establishing a budget, and to ensuring the timely appointment of officers.

Carried by show of hands.

5.8 Appreciative Resolutions

Be it resolved:

1. That this conference congratulates and expresses its thanks to the Preesident, the members of the Executive Committee, and the Committee chairs for their excellent stewardship of ICDE since the 12th World Conference in Vancouver.

2. That this conference congratulates and expresses its thanks to the Conference Manager, Jerry Grimwade, and all those who worked with him, for their considerable efforts over the last three years to ensure the success of the 13th World Conference of ICDE.

Carried unanimously.

6. Report of the Future Plans Committee

The following report was presented by Mr. Vernon White on behalf of the Committee:

1.0 General:

The Committee met on Friday, August 16th, 1985 to consider requests to conduct the 14th World Conference of ICDE. Applications were received from Argentina, Norway and the United States of America.

2.0 Criteria:

The Committee considered the applications under a number of criteria, not all of which were recognised as being of equal importance. However, it decided the most important consideration in the choice of venue should be the development of distance education in its broadest sense. It agreed that a successful conference must provide for a maximum exchange of ideas and experiences. It must be of benefit to both the older established institutions and the newer ones, particularly those from developing educational areas.

3.0 Decision:

3.1 The Committee agreed that while the application from the United States of America was very attractive, an International Conference held in that region would not assist the world wide development of distance education to the extent of the other venues. The Committee also considered the fact that the last ICDE conference was held on the North American continent.

3.2 The Committee was divided in its support for the other two applications. Members were hampered in their endeavour to arrive at a consensus by a lack of knowledge on certain aspects of the proposed venues and the long lead time before the conference.

4.0 Resolutions

The Committee recommended:

4.1 That the Executive be directed to obtain fuller information on the two applications including more precise detail on the proposed site within the venue, likely costs to delegates, specific details on support funding, and the structure of the conference.

4.2 That a final decision be arrived at by December 2, 1985, and that leaders of both proposals be interviewed by the Executive, or an Executive sub-committee, before the final decision is reached.

4.3 That ICDE should do everything possible to assist the holding of a regional conference in Latin America in the next few years, whether or not Argentina is selected as the official ICDE World Conference venue.

4.4 That notwithstanding the obvious problems, the ICDE recognise the need to move towards the adoption of more than one official language for at least some sections of its world conference.

The recommendations of the Future Plans Committee were approved and adopted by a show of hands.

7. Report of the Nominations and Elections Committee

Mr. Patrick Guiton presented the following report, after describing the procedures adopted by the Committee which included the holding of an election by secret ballot:

The following nominations had been received—

For President— Fred Jevons (Australia)
Kevin Smith (Australia)

For Vice-President—Joe Ansere (Ghana)
Liz Burge (Canada)
Lara Euler-Ajayi (Nigeria)
Rune Flink (Sweden)
Ben Gitau (Kenya)
Raja Jayagopal (India)
Ian Mugridge (Canada)
Michael Parer (Australia)
Gisela Pravda (West Germany)
Riyaz Punjabi (India)
Reider Roll (Norway)
David Sewart (United Kingdom)
Maureen Smith (Australia)
Wichit Srisa-An (Thailand)
Ormond Tate (New Zealand)

A total of 310 ballots were cast for President and Kevin Smith was elected.

A total of 1471 ballots were cast for Vice-Presidents and the following five persons, who obtained the highest number of votes, were elected as Vice-Presidents:

Liz Burge (Canada)
Ben Gitau (Kenya)
Gisela Pravda (West Germany)
David Sewart (United Kingdom)
Maureen Smith (Australia)

The President congratulated the new members of the Executivve and thanked the members of the Nominations and Elections Committee for their work.

The Second Business Meeting adjourned at 5:35 p.m.

Barry L. Snowden
Secretary-Treasurer

Extracts from Report of the Executive Committee, June 1985

Message from the President

Countdown to Melbourne

I know that members of ICDE look forward with special pleasure to our world conferences. Between conferences our international contacts are limited so the conference itself is an intense period of interaction. We renew old acquaintanceships, develop new ones and enjoy the intellectual and professional stimulation of hearing about the progress of distance education in many different countries. These activities alone could keep us busy for more than 16 hours a day every day of the conference.

However, there is another very important activity that also demands our attention during the conference. It is for the membership to chart the course and set the priorities of ICDE for the next few years. The 1982 Conference in Vancouver was an important event in this regard. The resolutions passed by the ICDE membership at that conference really have guided the Executive Committee in its work since 1982.

One of those resolutions called for "the resolutions approved at a world conference to be reviewed and reported on by the President at the following world conference". That is the purpose of this report. By also providing you with the reports of the Executive Committee members and the Committee Chairs well in advance of the conference business meetings I hope to facilitate your participation in the discussion of ICDE's future development.

This report to the membership has four sections. After this review of the Vancouver resolutions the second section contains the reports of the ICDE officers and committee chairs. The third section presents brief updates on the status and activities of various national and regional distance education associations. Section four tells the story of the last few years in pictorial form, recalling through photos some of the events in which ICDE has been improved.

Review of the Vancouver Policy Resolutions (pp 32-33: 1982 Conference Report)

Secretariat

Two resolutions called for ICDE to alter its historical policy of operating without a permanent secretariat. Accordingly the President made application in 1982-83 for the ICDE Secretariat to be funded under a programme for the Social Sciences and Humanities Research Council of Canada. Unfortunately this application was unsuccessful. In these circumstances, and given the dispersal of ICDE's secretariat functions among officers and committee chairs in many different countries and localities, it was decided not to invest ICDE funds in a single secretariat. Nevertheless, as the Secretary-Treasurer reports, a relatively high volume of secretariat activity has been sustained on a cost-effective basis.

Bulletin

The resolution calling for the transformation of the ICDE Newsletter into a regular Bulletin has been implemented. The ICDE Bulletin, which has appeared on schedule every four months, achieved a high standard right from the start and continues to broaded its coverage thanks to the excellent work of Editor David Sewart.

International Documentation Centre

The report of ICDE's information and Documentation Services Committee indicates that considerable progress has been made in implementing the resolution calling for the establishment of an international documentation centre. With ICDE support and the sponsorship of the United Nations University the International Centre for Distance Learning has been created at the U.K. Open University.

Support for other Journals

Several resolutions called for ICDE to support other journals in the field of distance education. As a result Distance Education now carries the ICDE logo on its masthead and ICDE has paid for the translation of certain articles that have appeared in this journal. ICDE is in regular contact with the editor of Teaching at a Distance and regrets that budget cuts have forced that important journal to publish on a reduced schedule. Epistolodidaktika has become the Journal of Correspondence Education and includes ICDE members on its editorial board.

Relationships with National and Regional Associations
The Executive has been successful in greatly strengthening relationships with other distance education associations. A policy on affiliations was developed and has led to joint membership arrangements with some associations (ASPESA, Swedish Association for Distance Education) and special agreements with others. ICDE has made grants to help the activities of associations in the non-industrialized countries (African Association for Correspondence Education, DECASIA, Argentina Association for Distance Education).

Regional Workshops

ICDE has done much to implement the 1982 resolution calling for it to facilitate the holding of regional workshops. It has been a co-sponsor of a number of such workshops (Harare-July 1983; Cambridge -September 1983; Hong Kong -October 1983; Buenos Aires -September 1984). It has also ensured the presence of ICDE members at many other meetings by a scheme of personal grants operated by the Workshops, Visits and Exchanges Committee.

UNESCO

An ICDE delegation visited Unesco HQ in October 1982 and there have been ongoing contacts with various offices of Unesco since that date. Unesco now distributes 50 copies of the ICDE Bulletin. The resolution passed in Vancouver which called for ICDE to "urge Unesco to collect, reproduce, disseminate important research findings on distance education for developing countries" has been carried out.

Another resolution called for ICDE to "work with Unesco to draft proposals, promote development of rational policies for distance learning, and their integration into general educational planning". While individual ICDE members may be engaged in this endeavour the Executive has not been able to make it a priority.

More recently ICDE has begun discussions with Unesco and the United Nations University on their future roles in the sponsorship of the International Centre for Distance Learning. This will be the subject of a report in Melbourne, at which point members may wish to discuss further ICDE's role as a Category B affiliate of Unesco.

Conference organization

One resolution of Vancouver called for training sessions to be held in conunction with world conferences. The three pre-conference workshops to be held in Australia from August 6-13, 1985 are a result. The Conference Programme Committee has also followed through on another Vancouver resolution by organizing sessions of special interest to academic staff.

Africa

Resolution No. 15 called on ICDE to pay special attention to the important needs of Africa. This resolution has been implemented in various ways. ICDE provided financial support to the Harare workshop in July 1983 and for a prior meeting to plan that workshop held in Accra. ICDE also funds the newsletter of the African Association for Correspondence Education. Since 1982 ICDE's grants to African members and institutions have substantially exceeded its total revenues from the continent. The unmet needs remain, however, enormous.

Liaison Officers

In response to a resolution calling for additional liaison officers the Executive developed a statement on their duties and appointed some 22 liaison officers in 20 countries. In accordance with the terms of the policy many of these liaison officers have earned credit towards the registration fee for the Melbourne Conference.

Conclusion

Thanks to the efforts of a dedicated team of vice-presidents, officers, committee chairs, liaison officers and committee members the resolutions passed by the membership in Vancouver in 1982 have been implemented in nearly all details. These achievements form a strong foundation for the further development of ICDE. The international network of distance educators and institutions is now operating at many levels. As a result of the emphasis we have placed on 'being there' at regional meetings awareness of ICDE has increased considerably and with it our membership in many countries.

We must remember, however, that even at present numbers membership fees alone cannot provide a sufficient financial base for ICDE activities at their current level. We owe our healthy financial situation to the surplus generated by the Vancouver conference. Although ICDE will likely aim for a surplus on future conference accounts it should also seek to diversify its sources of funds by, for example, approaching international foundations for the funding of specific activities.

These three years as president of ICDE have been an enjoyable and fulfilling experience. I thank all members for their cooperation and support.

Secretary-Teasurer's Report

This report covers a thirty month period, commencing after the Twelfth World Conference (June 1982). It is presented in three sections: Organizational Strategy, Financial Performance and Membership.

Organizational Strategy

Following the very successful 1982 Conference held in Vancouver, Canada, the President and Treasurer undertook a review of the roles of Treasurer, Secretary and Membership Secretary. It was concluded that the positions of Treasurer and Secretary should be combined under the title of Secretary-Treasurer and that this officer, working closely with the President, should take responsibility for administering the membership registry.

To make this organizational strategy feasible and to minimize requirements for paid staff support and other services, modest investments were made in microcomputer hardware and software to support accounting, membership processing and correspondence functions. This approach has been successful and, along with contributions of office support and other assistance from the President's and the Secretary-Treasurer's employing institutions, has made it possible to sustain an relatively high level of activity on a cost-effective basis.

Financial Performance

Accounting operations commenced shortly following the 1982 Conference with the receipt of a working capital transfer of $18,465 from the former Treasuer. Subsequent transfers included $15,929 from the 1982 Conference Manager, $13,246 from the 1982 Conference Program Chairman, and $98,686 from the former Treasurer. In total, assets (recorded as cash) of $146,326 were transfered from the accounts of outgoing officers.

The following table summarizes Income, Expenses, Assets and Liabilities for the 1982 through 1984 period, with estimates for 1985. All amounts are expressed in Canadian Dollars.

	1982 Actuals	1983 Actuals	1984 Actuals	1985 Estimates
Income	572	48,957	28,378	246,000
Expenses	4,798	72,477	77,308	243,775
Surplus (Deficit)	(4226)	(22,420)	(48,930)	2,225
Assets:				
Cash	6,038	7,460	2,944	1,941
Deposits	20,000	92,450	52,800	58,000
Receivables	104,757	6,737	1,972	0
Equipment	11,304	9,643	6,750	4,725
	142,099	116,290	64,466	64,666
Liabilities	0	0	0	0

Membership

In June of 1982 there were 499 individual members and 45 member institutions of the Council, including those fully registered delegates who attended the Twelfth World Conference. A total of 53 different countries were represented.

For the year immediately following the 1982 Conference, membership recruitment efforts were directed at maintaining the expanded base resulting from the larger than ever conference attendance. In July of 1983, special recruitment efforts were commenced in the Australia and South Pacific region to build a strong membership base for the 1985 World Conference and subsequently, a special joint membership arrangement was made with the Australia and South Pacific External Studies Association. Individual membership in this region increased from 46 at the end of 1983 to 116 at the end of 1984. Over the same period, North American membership declined from 133 to 120. At the end of 1984, Australia had the largest number of members with 101, Canada ranked second with 78 and the U.S.A., third, with 42.

Since 1982, an emphasis has been placed on encouraging institutional membership, to make the Council's financial base somewhat more stable, and to give Council activities a greater profile within the growing number of institutions becoming involved with distance education activities. From the 45 institutions on the roster in June of 1982, the institutional membership has grown to 115. Forty-five of these have enrolments of greater than 3,000 students. Thirty are library members.

Summaries of membership for 1982 and 1983 are presented in the following table. Additional detail can be found in Attachment 2.

Among the initiatives undertaken to increase membership and activity levels in ICDE between World Conferences was the development of a worldwide network of liaison officers to promote the Council in their countries and to inform ICDE of local development. In addition to their contributions to the Bulletin and other Council interests and activities, many brought new members to ICDE, significantly expanding membership in their countries and regions.

	1983	1984
Individidual:		
Honorary	3	3
Regular	276	35
Institutional:		
Category A (3000 + enrol)	44	45
Category B (3000 -enrol)	34	40
Category L (Library)	14	30
Total Individual Members & Institutional Representatives	644	742

Report of the Workshops, Visits and Exchanges Committee (abridged)

(Membership: Gisela Pravda (chair), Susan D'Antoni, I.D. Euler-Ajaya, Michael Parer, S.D. Ndlovu, David Seligman, Chester Zelaya)

General Aims

The general aims of ICDE Workshops, Visits and Exchanges Committee are to collect and share information about workshops, conferences etc. in the field of distance education around the world; to encourage and support the organization of workshops mainly either on special subjects of interest or on regional aspects; to promote visits of distance education institutions; to develop an exchange programme -on a small scale, to start with; to support the participation of individual ICDE members in distance education workshops, conferences etc.

It is the general idea to make workshops, visits and exchanges an interrelated unit whenever and wherever possible in order to focus our attention on one special topic or one region at a time.

Budget

ICDE allowed $US 10,000, for the Workshops, Visits and Exchanges Committee. These funds were meant either to enable individual ICDE members to take part in workshops or the planned exchange change programme or to visit other distance education institutions.

Results of Our Work

Looking back over the last two years we have to ask what did we achieve? First we were able to support a number of ICDE members to participate, etc. or to visit DE institutions.

We started to build up a regular information service in the Bulletin of the ICDE about DE conferences, workshops etc. taking place around the world. This service has to be improved and urgently needs the help of many ICDE colleagues.

The intended exchange of DE colleagues has only been started. We hope to be able to report about some kind of success during the Melbourne conference.

With reference to Workshop Subjects we have closely cooperated with ICDE Women's International Network (WIN) and have suggested conducting a DE workshop on the occasion of the UN World Conference on Women in Nairobi in July 1985. We are hoping that -with support from Liz Burge and Susan D'Antoni, Chairpersons of WIN -Dr. Reinhild Rodrigues will be able to give a presentation on "Non-traditional educational opportunities for women".

The Workshops, Visits and Exchanges Committee is also partner in a pre-conference to the 13th ICDE World Conference in Melbourne on "The Design and Development of DE" organized by Dr. Michael Parer, Gippsland Insititute of Advanced Education.

Research Committee Report

(Membership: Desmond Keegan (chair), J. Ansere, A.W. Bates, A. Gupta, B. Holmberg, H. Markowitz, A. Morgan, J. Palavicini, D.G. Shale, J. Taylor, B. Willen).

Research Grants

For the period 1983 to 1985 the ICDE Research Committee is promoting research in distance education by the awarding of grants to successful applicants.
Applicants were received in 1983 and evaluated by committees established in each region as follows.

Region	*Grant Committee Chair*
Africa	Joseph K. Ansere
Asia	Arun K. Gupta
Australasia	J.C. Taylor
Europe	Birgitta Willen Alistair Morgan
North America	Doug Shale
South America	Jaime Palavicini

The successful proposals from each region were assessed one against the other by Torstein Rekkedal in Norway and on his recommendations the grants listed on the following page were made by the chairman of the research committee, Desmond Keegan.

All grantees were required to send a progress report of their research to reach Torstein Rekkedal in Norway by 31 December 1984. The finished project is to reach the chairman by 30 June 1985.

Monitoring Research

As a service to the members of ICDE the Research Committee monitors projects throughout the world. All members submit lists of important books or projects known to them for the period July 1982-June 1985. Reports are being collated and listing of important projects will be made at the Melbourne conference.

Women's International Network Report

Since its inception in June 1982, the activities of the Women's International Network have generated attention both within the beyond the distance education arena.

The idea of a women's network within the ICDE arose in the atmosphere and discussions of the Twelfth World Conference in Vancouver in June 1982. A majority of the women delegates were concerned about the need to represent the experience of women learners and women educators more equitably in professional discussions. They were also keenly interested in developing a communications and support system that would develop links made in Vancouver and encourage up-to-date sharing of information. In short, these delegates sought an organized way of strengthening contacts: a way that would be integrated with ICDE activity, yet recognize the uniqueness of women's experience in education. Liz Burge and Susan D'Antoni agreed to poll all women ICDE members on their communication needs and set up an organization to meet these needs. Support in various forms from Audrey Campbell and John Daniel began at this stage and has continued through these first three years.

By early 1983, Women's International Network (WIN) had been officially established. In its goals and structure, it is similar to other professional networks, although it is comparatively unique in its extent of international coverage. The nearest parallel organization is The Women's Program of the International Council for Adult Education; its help and support are also acknowledged.

Activity has centred on building an organizational structure, defining the concept and creating communication tools.

Grants awarded by the Research Committee

	Author(s)	*Address*	*Title*	*Grant*
International Research Project	J.C. Taylor (Co-ordinator)	Darling Downs IAE, Toowoomba, Qld., Australia	Preactive Metanalysis: A New Research Paradigm for Distance Education	$1,500
Africa	B.K. Gitau	Correspondence Course Unit, University of Nairobi, Kenya	Achievement Motivation in Distance Education	$ 800
Asia	I Kahn	Utkal University, Bhubaneswar 4, Orissa India	Survey of Drop-Outs in the Distance Education System in India	$ 800
	N. Josen Chander, S. Kevin and P. Sudhakaran	University of Kerala, Kariavattam, Trivandrum, India	Drop-Outs from Distance Education - A Case Study	$ 800
	R. Asher and A. Awoak	S.N.D.T. Women's University, Bombay India	An Investigation into the Study Habits of Adult Learners of Open University Programmes of SNDT University and the Study of Impact of Guidance on Their Study Habits	$ 800
	K. Sharma	Himachal Pradesh University, Shimla 171005, India	Developing a Feedback System in Distance Education	$ 800
Australasia	Massey University, B. Shaw, D.W. Hutton	Extra-Mural Student's Society, Massey University, New Zealand	The Evolution and Function of a Student-Operated Support Network for Distance Students	$1,200
	M.S. Parer, S.W. Croker	Gippsland IAE, Deakin University	Cross-Institutional Project: Institutional Support and Rewards for Academic Staff Teaching External Studies	$ 900
Europe	No awards approved.			
North America	T.E. Raynor	Institute of Canadian Bankers, Montreal, Canada	Identification of Potential Distance Learning Drop-Outs	$2,500
South America	G.D. Zelaya Goodman	Universidad Estatal a Distancia, Costa Rica	Proyecto de investigación de tutoria telefónica	$2,500
	G.D. Orsucci	Av. Colón 857, P 9NO DPTO. 'B', 5000 Cordoba, Argentina	The Attitude of University Professors Toward Distance Education in Argentina	$1,200

The organizational structure consists of a central office in Toronto, Canada, and eight regional representatives. WIN's Chair has been responsible for international level contacts, production of the Win Newsletter and Membership Directory, liason with related networks, and general planning, in collaboration with the representatives. The representatives are responsible for ICDE publicity and recruitment to WIN, news gathering for the WIN Newsletter, and general facilitation of contract between colleagues at the regional level. Broad world areas represented so far are the UK, the Nordic countries, the African continent, the South Pacific, India, Australia (which has its own WIN structure), Canada, and South America.

Defining the concept of networking has been important for two reasons. First, while the concept of networking for information and support has been a strong and overt tradition in male experience, it has not been so in the traditions and work experience of many women. The benefits of overt networking have therefore been outlined to encourage the assertive and productive use of new resources.

If the first reason was based on explanation, the second is based on accuracy. Defining the concept was also designed as a reassurance that the network is not anti-male. Its existence acknowledges the continuing need of women to more effectively share their ideas and own experience, but points out also that this may be done in parallel with other networking activity. Where women still have to contend with the effects (often unintended, but still having impact) of, for example, sexist language, their identifiction with the experience of women peers may act as a coping mechanism.

Pre-Conference Workshops and Visits

In the week preceding the Conference two workshops were held in Melbourne (co-ordinators, Michael Parer and Giesla Pravda) and Geelong (co-ordinator, Babara Coltman) and a group visit to Perth tertiary institutions was organised by Patrick Guiton and Maureen Smith. Reports of these ventures appear below by courtesy of Michael Parer, Barbara Coltman and Patrick Guiton. (Ed.)

Report on the Pre-Conference Workshop on Institutional Design held at Victoria College (Toorak Campus) 7th-13th August, 1985; by Michael Parer

A Pre-Conference Workshop was planned for the week preceding the Conference 7-13 August. There were three strands planned, one on educational development/instructional design, one on nurse and health education and the third music at a distance.

This workshop was to be co-ordinated by Michael Parer of Gippsland Institute of Advanced Education and Gisela Pravda, Chair of the ICDE Workshops Visits and Exchange Committee.

These workshops had a twofold objective:

1. to enable participants to work in teams to develop their instructional materials.
2. to prepare participants to conduct similar workshops in their own institutions.

Each strand of the workshop had slightly different objectives.

Educational Development/Instructional Design

- to explore the professional role of the instructional designer in DE.
- to work in teams with a diversity of study materials brought by participants.
- to design effective group strategies to assist in the development, administration and teaching in a DE system.

Nurse and Health Education

- to explore the possibilities of DE in nurse and health education as it changes to the Advanced College sector.
- to overcome some of the distance related problems in Australia by using the methods of external studies that have been successful in other disciplines.
- to meet with nurse educators from other institutions already using DE.
- to share health oriented educational materials that are currently used to teach in the external mode.

Music at a Distance

- to establish contact between persons/institutions working in this area or planning to do so.
- to present a diversity of materials used for teaching music at a distance.
- *to discuss content and instructional design of these materials.*
- through group discussions and work sessions to find practical solutions to difficulties in presenting music in the distance mode.
- to present and give the participants "hands on" experience in the use of various media for delivering music at a distance.

Eight weeks before the workshops were to begin, however, there were only a dozen participants. Consequently we re-assessed the original plan and wrote to all who had expressed some interest. The response led us to modify our plan to a series of two-day workshops to be held at the Melbourne Study Centre of GIAE at Victoria College Toorak Campus.

These revamped programs were attended by seventy (70) participants from ten (10) countries—35 educational developers, 18 nurse and health educators and 17 music educators.

Educational Developments/Instructional Design

In conjunction with Dr Bob Ross of Griffith University, who is the convener of the ASPESA special interest group on instructional design the two-day program was planned to allow participants to clarify their preferred role and practice. Participants were asked to bring as the basis for the workshop:

- a diary of their activities over the past month.
- several examples of what they saw as good examples of design principles in their study materials.
- a short list of the authors who had most influenced their preferred activities.

The participants ranged from newcomers to experienced practitioners and the workshop was adopted to satisfy the needs of both groups. These activities were then continued at the three special interest sessions for developers at the ICDE Conference.

Two suggestions emerged from this workshop:

1. The need for further workshops to be designed to brief newcomers to the field on techniques that have been found successful in preparing Distance Education Materials.

2. That it is opportune to get experienced designers and developers to reflect and write on their professional role. It is proposed that this be undertaken before the next ICDE Conference.

Nurse and Health Education

The eighteen participants found among themselves a community from a dozen institutions either in Distance Education or interested in using this method. During this workshop they looked at the ways of designing materials, and of the importance of a comprehensive system to design and produce materials, to administer the enquiries and delay processes, and to keep open communication with the students. A couple of sessions were held in conjunction with the Educational Developers.

An important resolution emerged from this workshop:

The working group of nurse educators meeting prior to the ICDE conference in Melbourne, August 1985, resolved to establish a special interest network under the auspices of ICDE and ASPESA, and the College of Nurses, Australia. This special interest network will seek to collect and monitor DE activities and study materials and promote professional development in nursing and health education and will seek to organise a conference/workshop in Victoria mid-1987. The co-ordinator will be June Corchrane, Executive Director of the College of Nurses, Australia. Michael Parer, Head of Educational Development and Research, GIAE will monitor and collect DE nursing materials and organize the conference. The international linkages will be through Margaret Haughy of the University of Victoria, B.C. and Riyaz Punjabi of the University of Kashmir.

Music at a Distance

The two-day workshop attracted participants from all of the Eastern States of Australia, India, Norway and West Germany. The persons attending represented a broad spectrum of organisations (correspondence schools, education departments, tertiary colleges, universities and other independent and state music teaching and/or distance education institutions) involved in the development of programs ranging from elementary to advanced levels.

Three types of concentrated activity were provided: the presentation of actual course materials and/or subject matter by participants; the demonstration of various media used in music programs at a distance, followed by hands-on experience; group discussions of issues and problems in teaching music at a distance. Participant presentations of materials included the use of print, graphics, music notation and cassette-tape. One media demonstration explored further use of the audio-cassettee as a powerful sound-recording and communication medium particularly suited to music programs in distance education. Various micro-computer demonstations provided working experience with interactive instructional music software, the development and production of print materials and graphic scores and the recording and reproduction of musical examples.

A most significant aspect of this pre-conference workshop was the unanimous resolution by the participants to establish a special interest network, or working group, under the auspices of ICDE. The special interest group will seek to develop a communication network, in the form of a newsletter and a working/research journal, throughout Australia—and than to replicate this network in other countries, beginning with Norway. The primary objective of such a network will be to develop, foster and promote music in distance education through the collaboration of individuals and institutions. The chairperson of the interest group in Australia will be Mr Tony Hughes, Senior Lecturer in Music, Deakin University, 3217 and the international co-chair Mr Bernt Johan Ottem, Gammelgaardveien 31, N-9020, Tromsdalen, Norway.

Report on the Pre-Conference Workshop in Counselling sponsored by Deakin University and Athabasca University, held at the Institute of Educational Administration, Geelong, 9th–12th, 1985; by Barbara Coltman

Bridging the gap

In his keynote address, Stanley Croker (University of N.S.W.) suggested that those concerned with student support in Distance Education were "less builders of bridges than a bridge available to students, a direct link between students and the institutions, students and their environment, students and themselves, and we are usually a bridge within the institution between individuals and groups."

Extending the metaphor of bridging and gaps, the workshop sessions centred on a number of aspects of support, both for students and for staff. The first session was student-centred; a short workshop looking at open-entry and academic readiness. Nigel Paine of the Scottish Council for Educational Technology (S.C.E.T.) identified certain characteristics which represented open and closed systems of learning. The nature of open systems of learning broadens access but at the same time, the more open system the more complex the administrative and academic issues. It is therefore important to be aware of the need to balance "openness" for learners with what is possible for institutions to implement.

Three main questions to come from the discussion were the problems of assessing academic; readiness; what strategies can we employ to avoid high attrition and what staff development, if any, is required in such an open system.

Response to some of these issues came out of a session of Pre-enrolment Counselling. Barbara Coltman (Deakin University) and Stanley Croker described a three stage process of self-counselling, during which students are invited to reflect on their choices and decisions so that self-selection, rather than institutional-selection, is the objective of the process. The Counselling service takes an active role in student contact to provide information, to assist in clarifying the goals of intending students, and to suggest ways in which these may be achieved. Personal contact by telephone or through orientation workshops plays an important part in the decision to enrol.

Professional development is the main motivational factor for those enrolling at Fernuniversität. Jorn Bartels noted that students at F.U. experienced similar difficulties to those reported by students in other institutions with respect to time and study techniques. A recent survey of withdrawing students indicated that there is a major difficulty in learning alone; and that the sense of isolation is one factor in attrition.

The role of educational broker is particularly important in the pre-enrolment period for students. Kevin Livingston (Northern Territory External Studies Centre) provides a resource for students at twenty-four universities and colleges throughout the Commonwealth. Emphasis on the dual functions of information and counselling is important in providing the best opportunity for appropriate decisions. The N.T.E.S.C. uses a range of technologies to provide that two-fold service. The outcome of appropropriate decision making is the confidence building aspect for the individual, which in turn is important for effective learning.

Other ways of providing information and effective support for the pre-enrolment period were use of continuing students, information booklets based on student feedback, and sharing with new students what we know from experience of students in previous years.

From the concerns of pre-enrolment counselling we moved to the questions of academic readiness and provision of support through enhancement of learning skills.

Börje Holmberg (Fernuniversät) distinguished between deep and surface learning and postulated that instructional design plays an important part in the learning response. Deep structure learning can be encouraged through an integrated process of exercise, example and study skills teaching which encourages flexible learning.

An integrated model for delivering study skills presented by John Brown-Parker (Tas. C.A.E.) suggested some "navigational aids" for negotiating the obstacles with frequently impede the transition from secondary to post-secondary education. Particularly, the discussion concentrated on study skills for the educationally and socially disadvantaged and strategies for mounting appropriate programs.

From a wide experience of teleconferencing both by telephone and satellite, Kevin Livingston (N.T.E.S.C.) presented a case study of orientation sessions conducted by teleconferencing. He spoke to a paper previously circulated which raised such issues as providing the students with a sense of belonging to an *alma mater*; the need to balance the means of communication with the needs of students, and the nature of that communication with its objectives.

The paper stimulated a lively discussion, both with the panel and the workshop participants on the range of uses for which teleconferencing is a valuable bridge.

University of the South Pacific has used various technologies. Data transmission with micro processors and teleconferencing is used in both administrative and in academic activities, course development, staff development, teaching, pre-enrolment information, committee meetings and case conferencing.

Athabasca University uses a regular hook-up for student-support services and in May, 1985, two multi-point conferences were conducted; twenty sites were linked for a workshop on student support, and the second workshop linked fifteen sites for a workshop on computers in distance education. Observations on the use of teleconferencing were that meetings tended to be shorter than conventional meetings and the success of a teleconference is contingent on two key issues: chairing the meeting requires a clear protocol and record of proceedings and the planning needs to be well documented with an agenda circulated to participants prior to the meeting.

Similar statements on the need for careful preparation prior to the conference were expressed by others who have included teleconferencing in their teaching repertoire and for administrative purposes. Teleconferencing emphasises the frailties of human interaction; hence there is a need to prepare and analyse.

Technology must be "user-friendly" above all else and for this reason staff training is important to explore and develop new ways of questioning, listening and leading by the teleconferencing mode.

Camilleri, P. and Livingston, K., "Orientation Sessions for Distance Students: Combining teleconferencing with face-to-face contact through regional centres", Northern Territory External Studies Centre, Darwin, Darwin, Australia

"Hands on" workshops were conducted on decision making, self-help groups, computer games, MAIL Test and effective use of the telephone. A practical session on stress management for staff provided a small haven of quiet for those who followed Sue Dorland's (U.N.E.) instructions to "breathe quietly and relax."

The final session was on service evaluation. Presented by Athabasca University, Jane Brindley, Christine Nelson and Barbara Spronk introduced a model for student support which related tutorial, advisory and counselling function to subject, problem and person-centred concerns. The model served as a most useful structure for considering the range of support roles recognised as "counselling" in Distance Education.

The purposes of service evaluation are important to identify needs and initiate improvement in a service and in the face of diminishing financial resources for higher education, evaluation serves to identify, justify and maintain effective support programs.

In the plenary session the chairperson, David Grugeon (O.U.) identified certain recurring themes from the workshop.

Role-anxiety for counsellors derives in part from the need to provide new modes of support removed from the traditional models of counselling. Often the roles for the counsellor include tutoring and acting as intermediary between students and the institution. Harking back to the analogy of bridges, if we recognise the "crocodiles" beneath the bridges then perhaps the "role of counsellor may not be to tame the crocodiles but to become as savage as they are".

Flexibility is needed to provide appropriate bridges, since an expanding clientele leads to new customs and new ways of providing support. Counsellors will have to become familiar with the appropriate use of technology. The role conflict for counsellors in dual-role institutions is apparent when the demands of a traditional on-campus students are combined with provision of support for external students, whose needs may be similar to on-campus students but the support provided must be different.

In his final summing-up, David Sewart (O.U.) asserted that distance education needs bridges between students and institutions. Counsellors are an important part of the bridge design which allows students to reach the institution and function within it.

There was concern expressed that distance education is still in a defensive position and is often seen as the "poor relation" of traditional modes. With the rapid increase in numbers entering higher education by way of distance education, there is likely to be greater recognition of parity. The cleavage between on and off-campus study is a point of view that has more to do with systems than the quality of the mode of learning.

A plea was made for the preservation of print as a teaching mode and a warning issued on the seductions of technology, where misuse can be a technical drama rather than learning experience. In supporting print as a proven means of learning, Sewart pointed out it is cheap, easily transportable, and readily available to all. This final point in the form of a question was—where to from here?

That question was addressed at a meeting of the Counselling Special Interest Group (COUN-SIG) at the main conference.

Pre-ICDE Conference Visit: Western Australia; by Patrick Guiton

International delegates flying directly to ICDE in Melbourne could see provision of distance education for Victoria's one third of the Australian population concentrated in one tenth of its landmass. Those responsible for distance education in Western Australia wanted to give some delegates the chance to see how our programs are provided for one tenth of the nation's population scattered over one third of its total area.

This pre-ICDE visit program was run from August 6th to 8th and we welcomed 12 visitors form 6 countries ranging from Canada, through Scotland, England, West Germany and Thailand to New Zealand. Half day visits with specific themes were arranged at each of the four tertiary institutions (University of Western Australia, W.A. Institute of Technology, W.A. College of Advance Education and Murdoch University) and delegates also visited the Technical Extension Service and the Distance Education Centre of the Department of Education which caters for school age students. One European delegate having risen early one morning to catch a flight to the Goldfields found himself in the paradoxical position of being fog-bound in the Australian outback but persevered in order to see the Kalgoorlie School of the Air in operation.

The group was a happy one and those of us who had acted as hosts in Perth were glad to have made new friends with whom to share the rest of the ICDE Conference in Melbourne. Our thanks to all those international delegates who came to see us in Perth.

For Distinguished Service

During the Conference, Deakin University in Geelong (80 km from Melbourne) took the opportunity while having many of the world's leading experts in distance education in Australia to honour three of ICDE's most distinguished members for their contributions to distance education. Dr. John Daniel (Canada), Professor Borje Holmberg (Sweden/West Germany) and Professor Otto Peters (West Germany) were awarded honorary Doctor of Letters degrees at a ceremony at Deakin on the Thursday evening of the Conference. Several busloads of conference delegates travelled to Geelong for the occasion. Fellow member Professor Fred Jevons, as Vice-Chancellor of Deakin, presented the candidates to the Chancellor, Mr Justice K. V. A. Asche, who conferred the degrees (honoris causa) upon them.

Professors Borje Holmberg, Fred Jevons, Otto Peters, Mr Justic Asche and Dr John Daniel

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A Message from the New President

Changes

It is an honour to be writing to you as President. Not only is it personally satisfying to have the opportunity to help in promoting the cause of distance education on an international scale but there is also some satisfaction to be gained in bringing a little more visibility to the role that Australia has played in distance education over many years.

It is just twenty years since this organisation, then the International Council for Correspondence Education (ICCE), had an Australian President in the person of Rene Erdos who at the Vancouver Conference in 1982 was made an honorary member for her distinguished service to distance education, especially within Australia and Africa. Co-incidentally, it was Rene Erdos who persuaded me at the Brighton Conference in 1975, the first ICCE Conference that I attended, to stand for a position on the Executive because she was standing down after many years of service. During the Melbourne Conference it was mentioned on several occasions that I was the longest serving Vice-President on the Executive. I had a feeling that people were trying to tell me something. I was of a mind to step aside at the two previous Conferences in Delhi in 1978 and Vancouver in 1982, and went to Melbourne with some conviction that it was indeed time to make room for others. That I did not was probably due more than anything else to the dynamism and exuberance of the delegates who attended the Conference which seemed to point so clearly to exciting years ahead. Certainly, there have been marked changes in the organisation since that Brighton Conference which I attended as a newcomer to the international scene

Anyone associated with distance education over the last ten years or so would have noted a phenomenal growth in terms of enrolments, new organisational models and more varied delivery systems made possible by new technologies. The result of all this has been a change in the composition of the membership and of the executives elected at the two or three conferences. Such changes have not been without tension but a change of name for the organisation at the Vancouver Conference was, I believe, an important step forward. This name change was more than an exercise in semantics for it has attracted membership from systems and organisations which had not previously shown interest in the organisation and has provided a stimulus to established members to set new goals and evolve strategies for achieving them. I believe that the expectations of the membership have risen accordingly. Members are no longer satisfied (if they had ever once been) with waiting three or four years for the next world conference. They expect that their subscriptions will provide more than this and that the organisation will be as active between conferences as during them. One only has to reflect upon the resolutions passed at the Vancouver and Melbourne Conferences to see that they now concentrate more on future developments than on expressing appreciation for past achievements. Indeed, the achievements of the past three years under the Presidency of John Daniel have been quite remarkable and have set a precedent for subsequent presidents to attempt to match.

The Executive

The new Executive combines experience with freshness and new perspectives. John Daniel, David Sewart, Barry Snowden and I continue from the previous executive whilst Liz Burge, Ben Gitau, Gisela Pravda and Maureen Smith are new members of the team. I must congratulate the five Vice-Presidents who were successful in being elected to the Executive as it was a real test of their qualities on this occasion because of the strong competition for all positions. Altogether there were fifteen nominations for the five Vice-Presidential positions. I believe that the health of an organisation can often be judged by the numbers of people who wish to be involved in the decision-making and are prepared to contest an executive position to this end. It is unfortunate, however, in such circumstances, that there will be a number of disappointed candidates. I wish to take this opportunity now of thanking them for offering their services and, indeed, invite them to do so by suggesting ways in which they might contribute positively to ICDE activities, perhaps by joining committees, acting as Liaison Officers, working within executives of Regional Associations, writing articles on distance education for publication, engaging in research, conducting workshops or sharing their expertise with others in some way.

The Way Ahead

Whilst the university sector might appear to be over-represented on the Executive and other sectors not represented at all, I hasten to assure members that we will be sensitive to the needs and interests of the membership as a whole. Indeed, as I said at the closing luncheon at the Conference, we wish to provide as many opportunities as possible for members to participate in positive ways towards the development of their particular areas of interest, whatever the level of education involved, wherever they may live or whatever model of distance education they represent.

We can encourage involvement firstly by continuing the committee structure that has worked well during the past three years. Secondly, we propose to add to it by encouraging the formation of interest groups. Indeed, one of the major achievements of the Conference, in my opinion, was the success of the interest group sessions out of which formal Special Interest Groups have been created, conveners chosen and plans for ongoing activities within these groups formulated. I see much to be gained by the Executive in encouraging any activity which will facilitate regular contact and exchanges of ideas in various forms within such group, whether it be by distance education methods (using old and new technologies), or occasionally, if funds permit, getting together on a personal basis at workshops and seminars. The importance of interest groups is reflected in the Executive structure wherein each Vice-President has responsiblity for fostering the development of several such groups. Thirdly, your interests can be assured only if you are prepared to initiate such events or get involved in the planning and implementation of programs. Perhaps *you* can do more to promote what you regard as important for your local area in the development of distance education? Your suggestions will always be welcome, either thorough your regional association if you are a member of one, or directly to me or to any appropriate Vice-President.

Priorities

Developing interest groups and encouraging regional association activities are important on-going tasks. There are also other issues requiring our attention.

Obviously, one of the most immediate tasks for the Executive is to decide on the venue for the Fourteenth World Conference. As I write this message in September, the Executive is seeking more detailed information from Argentina and Norway to supplement their original submission and a decison will be taken within the next month or two whether we are all to meet again in Buenos Aires or Oslo. Whichever is the venue, I am sure that the next conference will have much to offer. To most of us, either venue represents unfamiliar territory and because of this the prospects of attending the next conference are exciting.

As far as the Bulletin is concerned, no time has been lost in producing Volume No. 9. So organised is the Editor, David Sewart, that he managed to write a brief report of the Conference on his way home and had one day in which to meet the printer's deadline. Perhaps before you read this message he will have produced the first issue for 1986. In any case you can be sure that there will be no hiatus in the production of this fine publication.

In the area of research, the extent to which ICDE can provide encouragement is governed partly by the funds that will be available for grants but mostly by the quality of proposals that are forthcoming from members. Maureen Smith will have oversight of this important area but the initial recommendations for grants, the monitoring of progress in the supported projects and reporting results to the next conference will be the responsibility of a Research Committee chaired by Torstein Rekkedal of Norway.

Meanwhile, Gisela Pravda is developing plans for promoting workshops, visits and exchanges, John Daniel is maintaining close links with Keith Harry's International Centre for Distance Learning (ICDL) with a view to providing both moral and tangible support from ICDE, Ben Gitau is taking a special interest in the problems of developing countries and Liz Burge will continue to encourage the development of womens' networks on a global scale.

I hope that all this activity will keep our Secretary/Treasurer, Barry Snowden busy on two fronts, namely, responding to requests for new membership applications and advising the Executive on how far its funds can be stretched to support deserving enterprises and projects.

Conclusion

Just as our common goal as distance educators is to try to devise better ways of diminishing distance between us and our students in both spatial and psychological terms, so the essential role of ICDE is to diminish distance amongst its members. If we *believe in our own distance education* methodologies, then we should think of these as our first and most cost-effective means of interacting, by using publications, information sheets and data bases as well as forms of interactive technology such as telephones and teleconferencing; and I hope that we have not forgotton that letter writing is also an interactive technology but requires prompt responses to enquiries to be effectively interactive. Nevertheless, I hope that we will always look for opportunities between conferences to add that extra dimension of personal contact too, for even distance educators need the stimulus of such contact. After all, isn't distance education a matter of independence and interaction and "getting the mixture right"?

Finally, at the risk of belabouring the point, ICDE is the membership, not the Executive. We're here mainly to respond to your ideas and initiatives, not to guess what they are on your behalf. Of course, we have been given guidelines for action through your Conference resolutions but translating the general to the particular and turning statements of principle into relevant action that meets your needs must be a shared responsibility. With apologies to the late John F. Kennedy may I conclude with the maxim: "Don't ask what ICDE can do for you but what you can do for ICDE". So now, it's over to you.

October, 1985.
Kevin Smith

Stop Press November 1985. Fourteenth World Conference in Oslo

The next ICDE World Conference will be held in Oslo, Norway in August (probably from 10th-17th), 1988. It will be mark the 50th anniversary of the foundation of ICCE from which ICDE has derived.

At the Melbourne Conference last August, offers to stage the next Conference were received from Argentina, Norway and the United States but additional information was required before the Executive was in a position to make a final decision.

The Conference Manager will be Reidar Roll, Executive Director of the Norwegian Association for Distance Education (NADE) which will be the official host and coordinating agency. It is expected that the Conference will be supported by the Royal Ministry of Church and Education and the Norwegian State Institute for Distance Education (N.F.U.)

David Sewart, Regional Director of the North West Region of the U.K. Open University and a Vice-President of ICDE will be Program Chair and Erling Ljosa, of the Norsk Korrespondanseskole and Secretary of the Association of European Correspondence Schools (AECS), Associate Chair.

The actual venue for the Conference will be the Blindern campus of the University of Oslo. The Conference Manager has already reserved 600 rooms, mostly in the University's own hotel accommodation, for the expected influx of delegates.

Oslo, the capital of Norway, has a population of 500 000 and is beautifully situated between the Oslo fjord and forests and lakes that surround the city, one that has a 950 year-long history. Statistics tell us that the average temperature in Oslo in August is approximately 20 C with 15 to 16 sunny days.

More details as plans unfold. We hope to see you there.

Kevin Smith
President

Objectives and Organisation 1985–88

The resolutions of the second business meeting of ICDE at the Melbourne Conference, which are included elsewhere in this Report, reflect the membership's wishes that certain activities be continued and new initiatives taken. The scope and diversity of the tasks require the participation of individual members who are willing to become involved on committees or act as the 'eyes and ears' of ICDE in their regions as liaison officers. Members of the Executive will have specific areas of responsibility at a policy level, but implementation of many resolutions, especially the development of interest groups, will be delegated to others who are prepared to take an active role. In this way the Council will more accurately reflect its international character and become more visible as an enterprising and dynamic association that achieves its basic constitutional objective, "to promote knowledge and improvement of distance education throughout the world" through the inherent desire of its members to share unselfishly their diverse expertise and experience with others.

Please write to the appropriate Executive member, or to President Kevin Smith, if you wish to contribute to the work of ICDE in a particular area. The areas of responsibility have been distributed as follows:

1. Regional Association and Liaison Officers: Kevin Smith
2. Special Institutional Liaison: John Daniel
3. UNESCO Liaison: David Sewart
4. Information and Documentation Services: John Daniel
5. ICDE Bulletin: David Sewart
6. Workshops, Visits and Exchanges: Gisela Pravda
7. Research: Maureen Smith
8. Women's International Network: Liz Burge
9. Constitutional Review: Ben Gitau
10. Membership: Barry Snowden

Interest Groups are already being formed and each of the five Vice Presidents will have responsibility for facilitating the development of several of them through their respective committee conveners. The following interest groups are being established, as requested by the membership through the Resolution Committee:

Bibliographical Data Bases
Disabled Students
Educational Technology
School Level Distance Education
Music at a Distance
Science at a Distance

Other Interest Groups are likely to be established in the following areas: Language Learning, Agriculture and Horticulture, Education Courses at a Distance, Business Management Courses, Graduate Level Distance Education, Counselling and Instructional Design.

Further details will be published in the Bulletin.

If any member wishes to convene an additional interest group, please write to the President outlining your ideas for developing interaction within your interest group and how you expect that ICDE could help you achieve this.

Jerry Grimwade, Conference Manager

All WIN's special focus papers on feminist issues demanded attention

The Darling Downs Institute 'Choir' leads delegates in the ICDE Conference Song "You're in Australia".

The closing session: an international panel discusses the future of distance education.

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Distribution of Delegates by Country

(excluding day registrations)

Argentina	1
Australia	332
Austria	1
Bangladesh	1
Belgium	2
Botswana	1
Canada	57
China	1
Egypt	1
Eire	1
Fiji	3
Finland	1
France	3
Ghana	1
Hong Kong	2
India	25
Indonesia	1
Israel	1
Ivory Coast	1
Japan	4
Kenya	5
Lesotho	1
Malaysia	11
Malawi	2
Netherlands	4
New Zealand	22
Nigeria	4
Norway	7
Pakistan	2
Papua New Guinea	8
Peru	1
Philippines	3
Saudi Arabia	2
South Africa	4
South Korea	2
Spain	2
Sri Lanka	2
Swaziland	1
Sweden	8
Tanzania	2
Thailand	7
Tonga	1
Turkey	1
United Arab Emirates	1
United Kingdom	22
U.S.A.	18
Venezuela	1
West Germany	1
Zambia	1
Zimbabwe	2
Total	596